

GRADUATE

UNIVERSITY OF TORONTO ALUMNI



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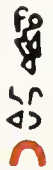
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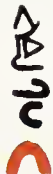
Through their art, Canada's Eskimos give us a unique view of life in their harsh yet beautiful land. Fine art reproductions of four recent works by leading Eskimo artists are now available at popular prices, thanks to an exclusive arrangement between the West Baffin Eskimo Cooperative of Cape Dorset and the Mintmark Press. Each print, measuring 19¾" x 26", is reproduced on fine art paper and represents an outstanding value in today's Eskimo art market.



A. "My Young Owls" by KENOJUAK. One of the best known of Eskimo artists, Kenojuak has earned international renown for her carefully-designed drawings. Her favorite subject is the owl, which she uses to evoke the spirit world of Eskimo fantasies and legends.



B. "Camp at Kangiak" by JAMASIE. Now almost 70 years old, Jamasie vividly remembers the old ways. His drawings, characterized by boldness of design and simplicity of vision, most often depict the hunter's life as he recalls it.



C. "Spring Camp of My Youth" by PITSEOLAK. A major figure among today's Eskimo artists, Pitseolak produces both copper engravings and prints. Her work often recalls childhood memories, and visions from ancient children's fables and tales.



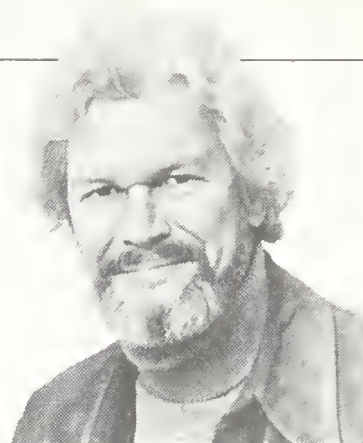
D. "The Nesting Bird and Inuksuit" by EEGYVUDLUK. Eegyvudluk began drawing many years before the development of today's Eskimo artistic community. Her work reflects her love for camp life in the traditional manner.

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CHANGES



The transformation from tabloid to magazine which occurs with this issue of the *Graduate* — and we do hope you like it — reflects the importance the University of Toronto attaches to the alumni. It is, as nearly as we can reckon, the sixth change of format inflicted upon the readers during the past 30 years as various editors have sought to maintain the essential link between the University and those who have attended it.

At a time of continuing financial restraint experienced by all universities we intend not only to survive but to improve, and to do so without costing the University more money. The key to this is advertising revenue and we were convinced that a magazine which publishes five issues each year in what has become standard format was more attractive to advertisers than a tabloid which came out four times a year.

Simultaneously we have joined forces with our sister publications from Queen's, Concordia, University of Western Ontario, University of Ottawa and the University of British Columbia, providing a combined circulation of 330,000 (our contribution is approximately 125,000).

Without being paranoid about it, universities, particularly liberal arts programs, are increasingly under the gun and we need you: an involved and well-informed alumni is our strongest defence against the gradual erosion of standards of academic excellence which have taken 150 years to achieve.

The purpose of the *Graduate* remains essentially unchanged. It exists to inform its readership of what is happening within the University, what problems it faces and what successes it celebrates and, not least, to entertain, drawing on the incredible pool of talents and expertise that exists here.

Through the efforts of this year's writer-in-residence, Dennis Lee, we were able to present a collection of poetry in our last issue — a project which gave us much satisfaction. It was Lee who introduced us to Gail Hamilton, who graduated (English lang and lit) from Victoria College in 1967, and whose disturbing and yet delightful short story *Lying Down Together* appears on page 14. It is our intent to publish whatever material chances our way which has merit and appeal. We are not soliciting short stories, nor poetry, but will read whatever is submitted. Authors might bear in mind that with just five issues published each year the market will be severely limited. Our next issue will be published early in September and the deadline will be July 1.

Similarly we offer a new feature,

The Graduate Test, a cryptic crossword puzzle which resulted from a brief invitation extended to amateurs in the campus-distributed *Bulletin*. We received a number of worthy submissions, chose one or two and hope to receive others, without actually opening the floodgates. The University of Toronto Press has generously offered to make prizes available to cryptic fans and both puzzle and details appear on page 31.

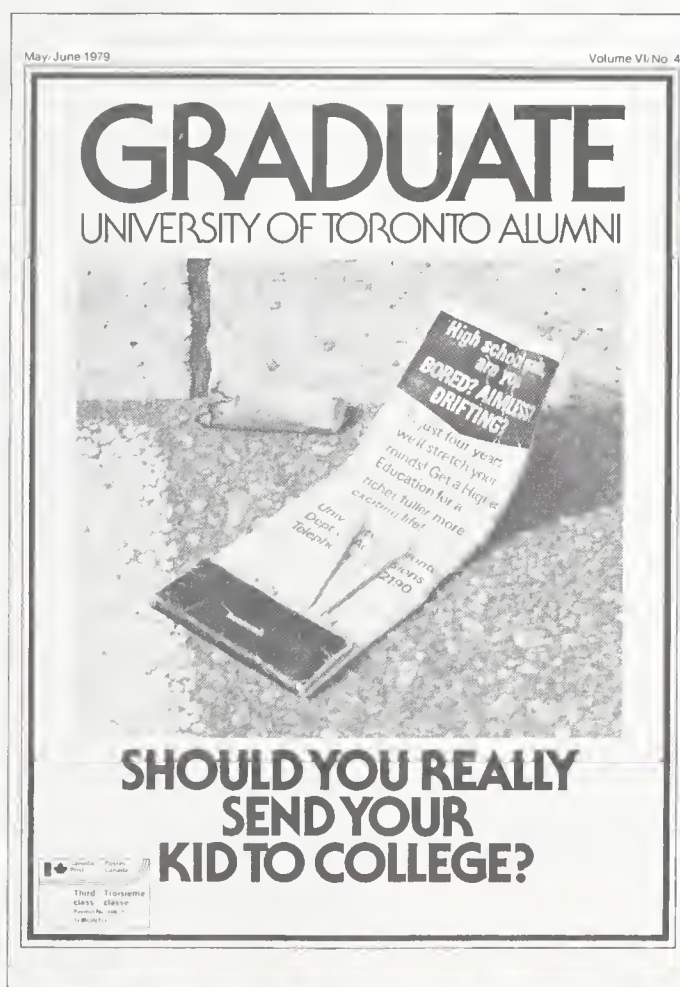
Pamela Cornell's warm and perceptive profile of Marnie Paikin continues a tradition of the *Graduate* to introduce to its readers those people who bind the University together; others will be written of on a more or less regular basis. Nor will we hesitate to go beyond the campus for authors and subject matter when events and people indicate a mutuality of interest. Certainly one of the primary functions of a great university is to be a part of, and not aloof from, the community it serves.

Sometimes the relationship between institution and community becomes prickly and Norma Vale has described the "Battle of Fort Jock" not to revive old controversies but to demonstrate the politics and complexities of growth as well as celebrate the birth of a new facility. The \$12 million Warren Stevens Building will doubtless be the last major addition to the St. George campus for a long time. It is a superbly versatile building which finally brings our athletic facilities into the 20th century. Incidentally it, like most campus facilities, is available to the public: 500 community memberships will be made available at a cost of \$200 per year (\$150 for alumni, including Hart House!).

Some readers of this *Graduate* (approximately 20,000) will discover another innovation, the inclusion of the *Engineering Alumni News*, edited entirely separately by Michael Cox and mailed only to *Graduate* readers who are engineering alumni. We hope to bring other alumni newsletters to the *Graduate* in future.

A sharply worded collection of letters to the editor gave this editor much delight. It gives us a chance to respond to criticism and to demonstrate the importance our readers attach to us and to our role as they interpret it. Nice letters are nice to receive but critical ones are almost reassuring! They tell us people care, and that is important to us.

Editor



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SHOULD YOU REALLY SEND YOUR KIDS TO COLLEGE?

By **John Aitken** A university education no longer guarantees a meal ticket, so why bother? For the sake of learning, perhaps? **Page 8**

THE ART OF TELLING TALES

By **Pamela Cornell** Laying the foundation for a child's life-long love of books. **Page 12**

LYING DOWN TOGETHER

By **Gail Hamilton** When natural enemies turn into unnatural friends, things aren't quite the same down on the farm. **Page 14**

MARNIE

By **Pamela Cornell** You can't help being impressed by the cool competence of the housewife from Hamilton. How Marnie Paikin copes as chairman of Governing Council. **Page 16**

"THE MYSTERY OF DISCOVERY"

By **Donald Gregory Bastian** Campaigner against nuclear warfare, professor of chemistry wins fourth annual Alumni Faculty Award. **Page 20**

WHERE CHILDREN ARE IMPORTANT

By **Ann Prince** Fifty-five years ago Professor W.E. Blatz was a heretic. Today his Institute of Child Study is running into money problems which the parents' association hopes to solve. **Page 21**

THE BATTLE OF FORT JOCK

By **Norma Vale** It was a struggle, financial and political, but U of T is finally getting ready to open the sports facility it has so desperately needed since the 1930s. **Page 24**

GRADUATE

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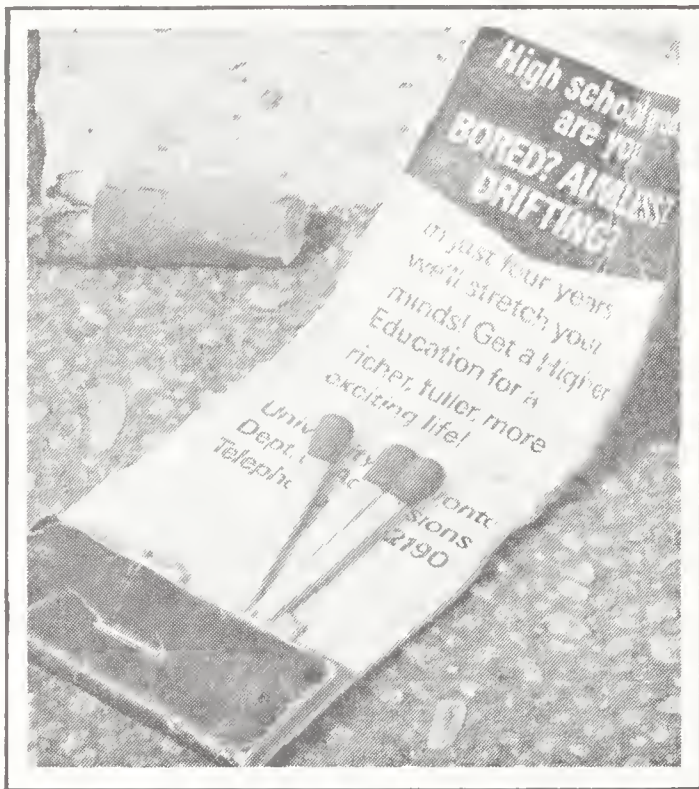
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SHOULD YOU REALLY SEND YOUR KIDS TO COLLEGE?

By John Aitken

Not if all they want is a job

It's late spring now, that delicious time of year when the grass is velvet green, the sun some days a burning reminder that yes, there really is a season called summer and it's almost here. We stretch with sensual gladness simply to be alive, and contrive absurd excuses to spend time outside. And yes, it is that time of year when wan-faced high school students begin to emerge, sharp-tongued and exhausted from the strain of exams, finally letting their fancies turn to thoughts of . . . starting, if they're terribly lucky, a summer job; beating, just for once, the minimum wage; hacking it at something they hate for the next 10 or 12 weeks so they'll have just a few extra bucks in their pockets when the leaves — just visible now — begin to fall and they go back to their books, this time at universities, wondering, many of them, just what it's all about? What, ultimately, is in it for them? A job?

And if any of them asks you such questions, you parents, older brothers and sisters or friends who have been through the university system, what in the world will you tell them?

It's a simple enough equation for some. Medical students, if they endure, will live well. Law students become lawyers. Computer science students — they rule the world!

But what of the hordes of graduating grade thirteens, teenagers who have no clear-cut career ambitions, who emerge defenceless and confused from the cocoon of high school faced with unemployment that frightens even their parents? There are, for them, no certainties and they look about for advice. . .

"The university," says U of T's President James Ham, "is not just about vocation." He knows that this is true. But most students know with equal certainty that it's only partly true: the university *is* vocation; an uncertain but essential key which may unlock the shackles that threaten them with lives of tedium and emptiness, selling and surviving. University graduates earn more money, everybody knows that. They get the better jobs and they climb the corporate ladders and life is easier for them.

Send your children to university? Of course you should, if their grades are high enough to gain them entry. Bribe them. Cajole or coerce them. But first be honest with them for otherwise it may become a tragic waste of time leading to bitterness and cynicism, an investment of three or four of the most valuable years of their lives in which they may miss the whole point of the university experience, mistaking a statistical employment advantage for the main purpose of higher education.

But first a caveat: we are speaking now largely of the arts and science faculty, although the principles apply across the campus. Part of the university is certainly about vocation. John Leyerle, dean of the School of Graduate Studies, referred to the President's statement, agreeing with it but adding that "it is easy to distort, as I think the media tended to. The university does have a legitimate role to play in training and equipping people to deal with medicine, pharmacy, law, architecture, social work and psychology. But the university education is the device that human society has found to get human beings at the age of development when they are most capable of rapid accession and growth and new ideas to develop the inner resources and richness of life which remain with them throughout the rest of their time. This is an asset of incalculable value."

He spoke of the university as "the first opportunity that many academically gifted young people have to live in a pure environment with other people who share their interests and

capacities. It forms both an intellectual and social exercise in which they expand to reach their capabilities. . . Every one of us lives inside our own heads, however rich our friendships, family relationships. You never get beyond that. Which means that the quality of life — and I don't mean economic indications — is a function of the resources of one's interior development. The more that one does at an early age to develop a richness of interior experience, the richer the whole subsequent life."

It can be as simple as a middle-aged real estate dealer pulling a book from a shelf of an evening and reading it, a book totally unrelated to what he does, but intimately part of what he is. That analogy came from Arthur Kruger, dean of the Faculty of Arts & Science, who is keenly aware of the misplaced student.

"We have expanded the university system," he said, "to the point where we've brought in a lot of students who really don't know why they're here, who really don't enjoy it much. I've had kids who have come to me and said: *'Well, you know, you're a nice fellow and your course was all right, but I didn't get much out of that university stuff. I don't dig this reading books, writing essays and all this kind of stuff, and I suffered through*

enormous opportunities for them. The opportunity to interact with others who share their excitement, to come to a place where there are great scholars from whom to learn. A high school student is lucky if he encounters two or three people with scholarly inclinations." He went on to list the facilities — science and language labs, a truly great research library, "things that most high school students have never dreamed of seeing.

"But the universities were sold during the 1950s and 60s as instruments for upward mobility. And they were, we're foolish if we deny that. A lot of people found themselves in better jobs than they would have had simply by the fact that they went to a university. Now young people in high schools see their older brothers and sisters, cousins and neighbours who got this benefit from the universities and the result is that what I think should be a kind of side benefit has become the entire focus. Jobs are scarce and young people are weighing their decision on whether to go to university on what it's going to do for them *vocationally*. It means that some bright students who have a burning desire to study physics or history are going to the community colleges instead because they think they'll get a job that way, and they may; and within



three years of it and got a C-minus average and I can't get into law school, can't get into medical school, I don't know why I went. I can sell drapes in Simpsons but I could have done that without all this stuff.'

"Now you see if a kid ends up selling drapes in Simpsons but really enjoyed those three years of studying English literature, well that's great. That turns me on! But if he hated it, if he got nothing out of it as a human being and then found it didn't lead him to a better job either, then what's it all worth?"

Kruger doesn't think that university is necessarily the ideal place for every 18-year-old to spend three or four years. "I think we've reached the point," he said, "where there are significant numbers of people in universities in Ontario and elsewhere who don't get very much out of it. They were never very excited by anything in high school. They sat through the system because mummy and daddy said only delinquents dropped out, and then they just went on to grade 14, in effect.

"But for those who *are* excited by the study of something or other — it doesn't matter really whether it's zoology or physics or French or history — the university provides



UOFT ARCHIVES

the universities they're flocking to professional programs and commerce programs and out of the humanities, and I think that's wrong, not only because I have the academic's bias in favour of intellectual development for as many people as there are who can take it but also because an engineer isn't much good to you if he isn't literate, if he can't read critically and, even more important, convey his thoughts in writing clearly and concisely. That kind of skill one acquires in the arts and science courses, the humanities.

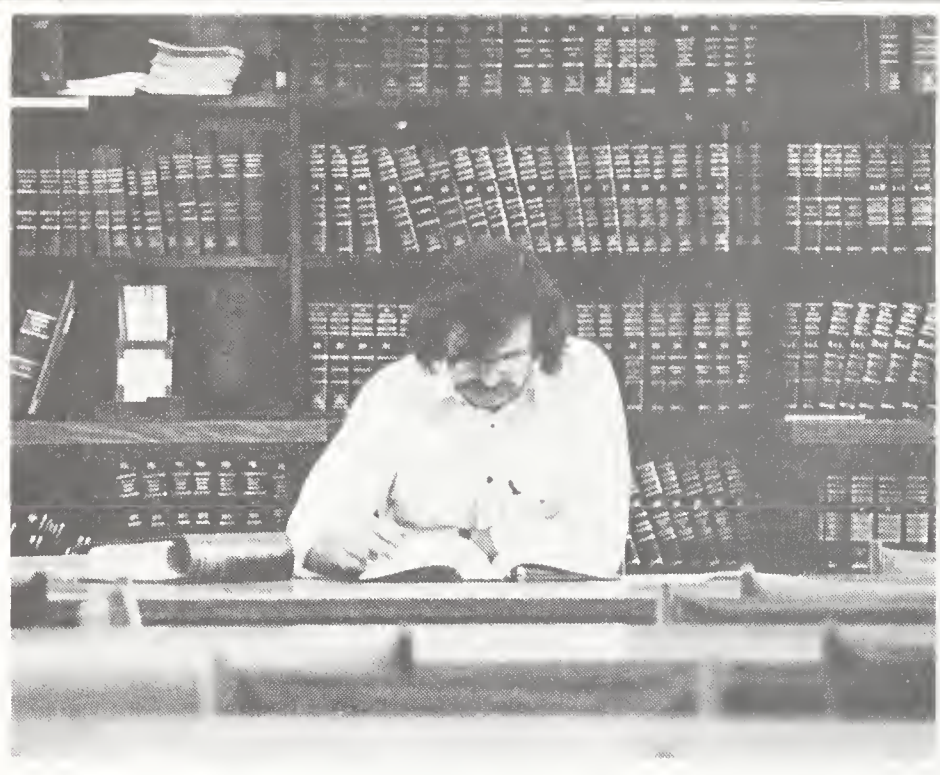
"So," he continued, "they funnel into a very narrow range of courses, even within the Faculty of Arts & Science. They're all concentrated in commerce, economics, computer science, psychology. The student forces himself to major in commerce because he thinks that will get him a job, and he

minors in computer science, and the computer science student minors in commerce or psychology, and the psychology student minors in computer science or commerce because they think — and they may be right — that this is the route to getting a job. But look what they ignore: sitting empty are the classes in Islamic culture, Chinese literature in translation, even English and French literature.”

This fall the introductory course in psychology will be held in Convocation Hall, with perhaps a thousand students. Kruger feels many of them miss the point, and yet, he expresses a sort of reluctant empathy: “I can fully understand it and if I were in their position I might well be doing the same thing. Maximize the possibility of getting a job out of my program. And yet I think they are the losers as individuals and society is also the loser. We’ve neglected our obligation to structure our program in such a way that if you want to study psychology as your major, God bless you but you’re going to take Islamic culture or Chinese classics in translation, and not computer science or commerce.”

Thus Kruger wants to sell intellectual excitement, but the students are buying jobs. How to bridge that gap?

“We’re going to go through a difficult period,” he said.



What, then, would the dean of arts and science advise parents to tell the bright but disenchanted high school graduate?

“But I think it’s our job to introduce some of that excitement into their lives whether they want it or not, and I think it can be given to them in such a way that eventually they’ll see the value of it. The other thing is to sell industry on the fact that it may be just as relevant that somebody have a course in Utopian aspects of English literature in his program as it is to have a third course in accounting or computer science; that he or she may be just as valuable to Shell Oil — more valuable, in the long run.”

What, then, would the dean of arts and science offer in the way of advice for parents to give the bright but disenchanted high school graduate?

“Tell the kid to come,” said Kruger. “Tell him to take things which interest him, without worrying about the job, and to see whether university level work turns him on. If it

doesn’t, then maybe into commerce or engineering or a community college and something that could lead to a job. But tell him at least to give himself the chance to see whether this *would* turn him on.”

William Dunphy, professor of philosophy at St. Michael’s College, lashes at the cafeteria style of education that universities have drifted into. “What you have at U of T at the moment,” he said, “is a collection of some 1,600 courses, any 15 of which — there are some exceptions — will give you a degree. The job-oriented student might take 15 courses or 20 courses if he goes the full four years, but it’s not an education. If you go to university and take 15 courses in biology you may know an awful lot about biology but would someone say: ‘This is the educated man or woman we’re looking to have a broad view of man’s place in the world and society’?”

“One of our concerns is that the conception of the earliest universities — going back to the 13th century — was to use the arts as a foundation from which to build a base for specializing into law, medicine or theology. I see the time for specialization as postgraduate.”

There is another question that many young people, worn out



and somewhat jaded after 13 years of slogging through elementary and secondary school, will ask, and that is when to go — if they choose to go at all — to university. “I’m going to take a year off,” they say, “Maybe I’ll travel, maybe I’ll get a job. . .”

The parent cringes inwardly, not knowing how to answer. Some young people can benefit enormously from such an experience. Travel *can* be broadening. Working, especially the type of work available to a high school student, can be harshly educational in itself: they learn that they must pay their way, that many jobs are fatiguing, boring. Ten years of this, they may say to themselves, will turn my brain to porridge.

Dean John Leyerle of the School of Graduate Studies takes a somewhat conservative view. “It depends on the individual,” he says, “and some do well with a year off, but I

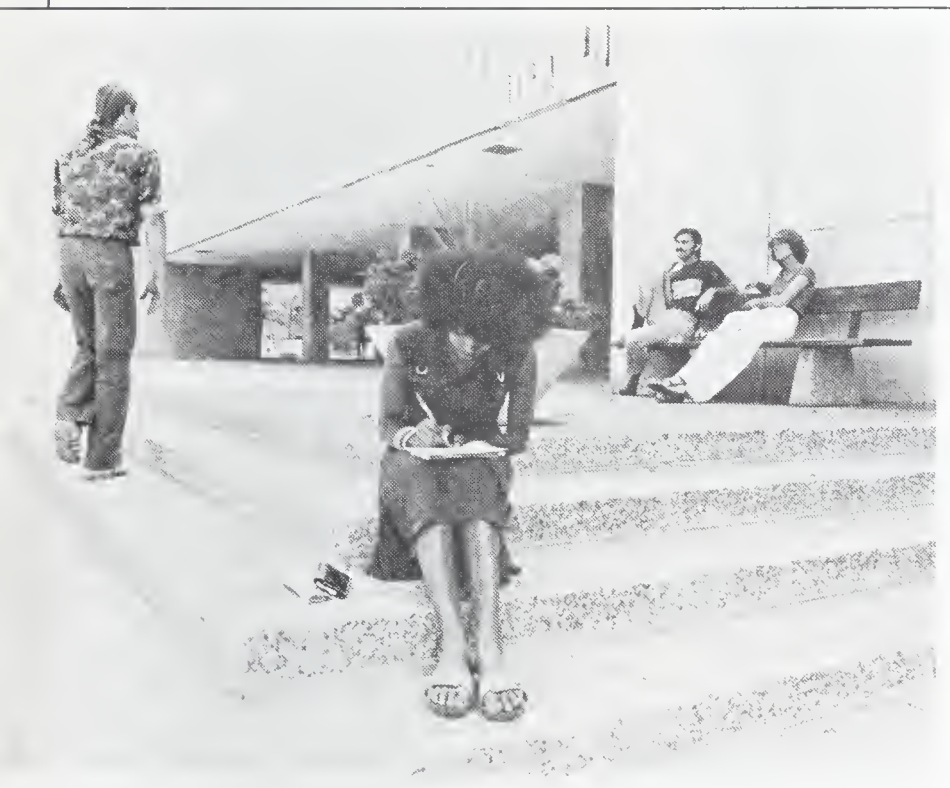
think that between high school and college would not be the year I would suggest for a variety of reasons, chief of which is that if a young person gets a reasonably well paying job he may get used to running an automobile, going out to dinner, taking two or three week holidays. The temptation is to take a short term economic advantage and forego the rather vaguely defined long term gains of an education. They just simply drop out of it, and discover at 35 or 40 they've hit a plateau and can't get off it and don't know what to do with themselves. They feel they've come to the end of interest in whatever it was they wanted to do. . . I'd put the time to take a year off after the second year of university.

"As for travel, having watched a number of people go through their period of wandering I think I'm a little less sanguine about it than I was. They seem to spend a great deal of time sitting around rapping and trying to form casual relationships and it becomes disorienting and they come back with a sense of purposelessness. They get the down-the-road syndrome in which travelling becomes a random, almost meaningless, activity, to get them out of the present to something they think is going to be better, and it doesn't matter whether it's Big Sur, Vancouver, Dalhousie, Miami

It's a harsh judgement, specifically applied. There are exceptions. But to Leyerle "there is a time in life which varies from person to person but 18 is a fairly good age, when a young person should leave home to go into an atmosphere where intellectual stimulation is the norm. The university provides a richly rewarding place for such people.

There have been many problems, many turbulent upheavals both on campus and beyond in recent years which have led to a current crisis in the universities and which threaten to some extent the traditional importance of the humanities and of the once highly regarded liberal arts education. These were beyond the scope of this essay which attempts only to deal with simple questions of advice, contemporary and relevant, which might be given if sought.

There was the postwar boom which forced an almost lunatic expansion of facilities, followed by the booming 1950s, when the honours BA still reigned, the technological society and its insatiable demands for expertise yet undiscovered. In the late 1960s and early 1970s students became militant and questioned, among many things, the rigidities of the system and the relevance of what they were



There is a time when young people
should leave home.
The university provides a richly
rewarding place for them.

Beach or the south of France, they're taking their problems with them.

"The over-aged hippie, I think, is one of the saddest phenomena of our time. People who never got out of it. People in their 30s and early 40s lagging around and it's sad to see them because they were, many of them, people of great intelligence and potential who became unglued and forgot their sense of direction.

"It's hard to say whether the university would have saved them. Certainly it would have alleviated the internal emptiness that many of them feel." Leyerle indulges in a brief and pointed parody: *"Well, like man it's really good, I mean you know I was out there, going down the road all by myself and it was really good and I felt good, and you know what I mean, man. . ."*



being taught and the universities responded imperfectly, resulting in what some call the excesses of the 1960s. The honours BA, and its poor cousin, pass arts, disappeared to be replaced with the cafeteria education. Meanwhile the excitement of those turbulent years passed and the fragile nature of the modern economy became evident and young people have become in many ways more scared, more conservative than their parents.

They seek certainties where none exist.

Send your children to university? By all means. But send them to learn about their strengths and potentials, not to improve their market value.

Send them to stretch their minds.

THE ART OF TELLING TALES

Final preparations are being made for a dinner party. The guests will arrive any minute. It's a tense time in the kitchen. Just then, the daughter asks her father why the dressing isn't being put on the salad.

That moment, in its own small way, is a turning point. The father could say: "Don't bother me. Can't you see I'm busy?" Or he could explain that if the dressing goes on too soon, the greens will become soggy, and they're much nicer when they're crisp.

"Words like 'crisp' and 'soggy' have their own bit of shimmer, as well as teaching the child about the way things work," says Hildy Stollery, a lab school teacher at the Institute of Child Study and lecturer on children's books at the School of Continuing Studies.

"There should be a sense of reward in playing and inventing with the language," she says.

With very young children, parents can make up little rhymes and jingles incorporating family names, pets, and everyday occurrences. The verses might sound nonsensical to outsiders but there's method in the madness, reason in the rhyme. Children come away with an unconscious sense of the shapes and rhythms, the comic and otherwise

When friends knock three times on Rosie's door, she slips into fantasy. At right, she is a world-famous operastar giving a recital. In *The King Who Rained*, text and art combine to show how perplexing our language can be.



mood-matching potential of words. And the foundations are laid for a life-long love of savouring the language through books.

Sir Arthur Conan Doyle, creator of the illustrious detective Sherlock Holmes, once said "it is a great thing" to start life with a few really good books of your very own, and most conscientious parents would agree. But with today's staggering selection of children's books, choosing a few superb ones is a formidable task.

High on Hildy Stollery's hate list are publications catering exclusively to sentimentality.

"Books that pull at the heart-strings but offer nothing above the neck are just sugar-coated candy with no nutritional value. Reading should be an affair of the heart *and* the mind."

Let the impulse buyer beware of children's books sold in supermarkets. The illustrations, derived from animated cartoons with their extreme delineation and bright primary colours, are eye-catching in the worst tradition of detergent boxes and allow as much room for imaginative response. In contrast, impressionistic illustrations or silhouettes don't preclude the child taking up an imaginary position in the picture.

Wordless picture books form the starting point for a child's own library. The best feature a strong readily identifiable theme and illustrations that are not static but convey a sense of what came before and what will come after the particular moment captured on the page. Creativity can be nourished if names and details are altered each time child and parent "read" a picture book. Of course, any changes must be within the framework of truth as revealed in the illustrations.

Word books for children fall into several groups. Nursery rhymes are among the most elementary, though that doesn't mean their appeal is limited to pre-schoolers.

"Children who love literature don't go through stages in their reading," says Stollery. "Gifted children return to nursery rhymes throughout their lives. In addition to the pleasurable rhythms, they come to appreciate the political and historical significance." (An excel-



Daddy says there was a king who rained for forty years.

lent reference work is *The Oxford Dictionary of Nursery Rhymes*, edited by Iona and Peter Opie.)

A British or American bias is almost unavoidable because there are so few Canadian books for children. Publishers apparently perceive the market to be too small to take very seriously.

"They don't believe there's a worldwide market," says Stollery. "Yet Dennis Lee has received international acclaim for his four books (*Wiggle to the Laundromat*, *Nicholas Knock*, *Alligator Pie*, and *Garbage Delight*). He's been very influential in establishing an up-to-date Canadian identity, both at home and abroad. Because his verses are so infectious, he puts Canadian events and places into children's minds forever."

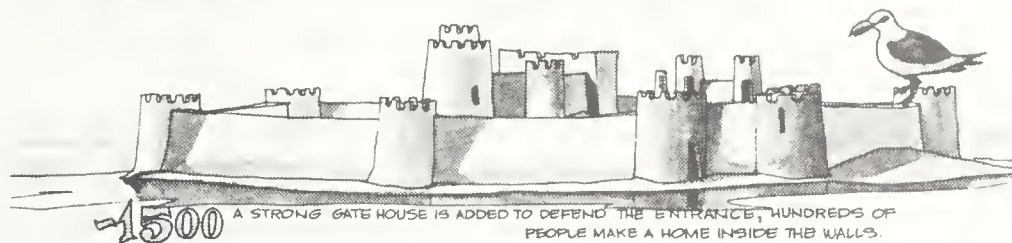
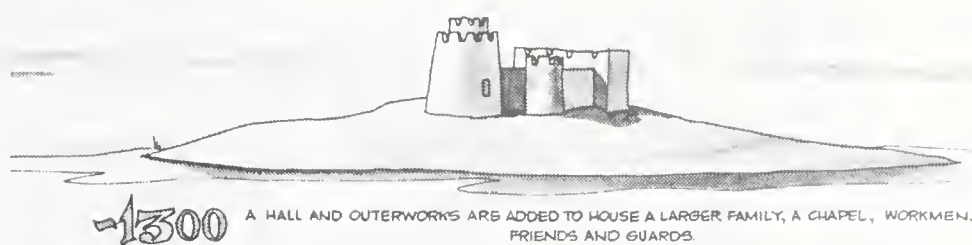
After exploring short, catchy verses, children usually drift into reading fairy tales. Besides transmitting cultural values, the stories contribute to a child's psychological readiness for coping with life's hurdles. The plots are full of problems. In *Jack and the Beanstalk*, for example, the little family is living in poverty when Jack trusts his own resources enough to defy his mother's authority by exchanging their cow for a handful of beans. Before a happy ending is possible, Jack must struggle with the giant, outsmarting the villainous creature by using wit and dexterity.

"Most fairy tales are terribly sexist," says Stollery, "but that can stimulate discussions about girls being able to do what only boys are said to have done. In any case, the stories offer a perspective on the role of women in the past. And there are actually some very old fairy tales, depicting female independence and resourcefulness, that are just starting to come out of the closet again."

Fantasy is another important category of children's books. The fantasy world is one in which anything can happen. It gives a child a place to go when the here and now is not the place to be. In the realm of fantasy, a child can rearrange things again and again until it's time to come back. (*The Sign on Rosie's Door*, by Maurice Sendak, is a book that strikes a happy balance between fantasy and reality.)

"If children constantly gaze at reality, they can feel locked in," says Stollery. "The occasional fantasy trip is healthy because it lends a richness to their perspective on the real world."

Basic information books, once characterized by a dull, straight telling of the facts, are now more creative in style and presentation. *The Art and Industry of Sandcastles*, by Jan Adkins, for instance, combines architectural, engineering, and his-



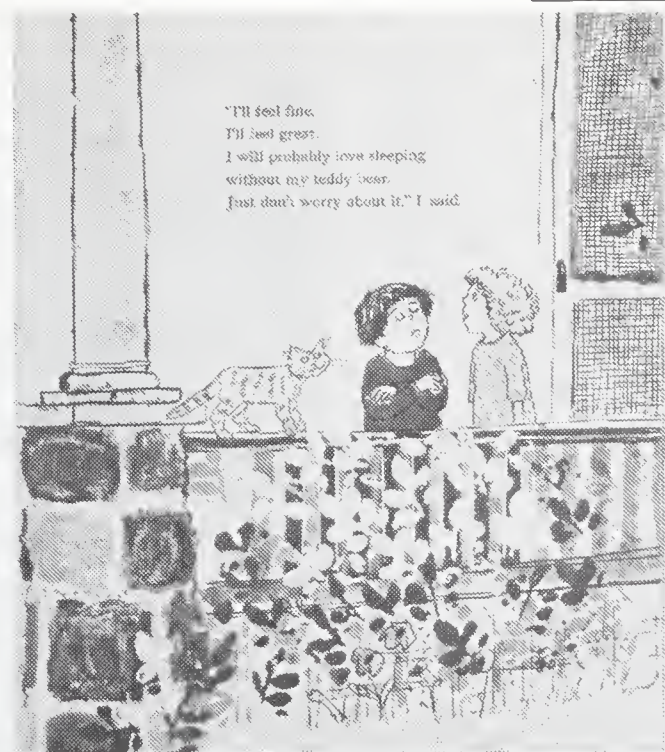
simple tower keep, and it grew as the Earls of Pembroke and the it necessary to have a greater, stronger refuge.

The Art and Industry of Sandcastles has been researched, designed, and presented with such care that it enthalls adults as well as children.

In *Alligator Pie*, poet Dennis Lee makes Casa Loma memorable to children. *Ira Sleeps Over* shows how a small boy confronts and overcomes one of his childish fears.

Wiggle to the Laundromat

Wiggle to the laundromat,
Waggle to the sea;
Skip to Casa Loma
And you can't catch me!



"What's worse?" she said.



LYING DOWN TOGETHER

By Gail Hamilton

Towards noon, the rabbits began to appear at the entrances of the warren, not with the terrified quiver usual when showing themselves by day, and within sight of the farmhouse too, but boldly, calmly, letting the still field reflect in their limpid amber eyes. Moments later they stretched out inquiring noses and ranged themselves in a circle, as if they were having a meeting.

In less than a minute the farm dog spotted them, a hulking underfed mongrel who bulleted, yelping, from under the steps. The rabbits watched his approach phlegmatically.

The hurtling attack skidded into nothing about five yards from the warren. The dog slavered, letting the snarls die away in his throat. Then his tongue came out in an easy loll. He

trotted over. A rangy buck brushed noses with him and he flopped down, his head flung back in doggy satisfaction.

They held a long, noiseless colloquy before the farmer, coming in for lunch, whistled peevishly. When the dog failed to skulk out from his hiding place, the man straightened out of his slouch long enough to scan the fields. His eye fell on the creatures in the hay.

"By God, rabbits! Right under m'nose! Where's m'gun!"

He clattered into the house and out again, an old double-barrelled shotgun clutched to his chest. Bracing against the sag of the stoop, he was already sighting along the barrel when he noticed his own dog sitting with the targets.

"Blackie," he bellowed, "Blackie, c'mere! You c'mere this minute!"

Blackie only closed his jaws and cocked his head a little. The farmer came down onto the grass.

"Blackie, get back here. C'mon!"

None of the animals moved. The strangeness, the contrariness of the scene began to register on the farmer's dim mind. This dog and those rabbits — just sitting . . .



"Get out of there, Blackie. Right now!"

The surly command faltered, his brow knotted. He held the gun in front of him but the only thing that came was the summer-sweet scent of the clover. Jerkily, he went forward, a few steps at a time. He kept making gestures as if to shoot but could not. Rabbits that would not flee bewildered him.

Finally, the gun dropped from his hands altogether. His feet staggered, but would not stop. When he was within a few yards of the animals, he paused, a gap-toothed, uncertain smile creeping over his features.

"Why . . . hello to you too," he said. "Pleased to meetcha. Real pleased."

He hunkered down to join the circle, his head bobbing up and down in silence for some minutes.

"Yep," he nodded, looking as pleased as if he had just been elected to the township council, "You don't say! Couldn't agree with you more!"

Eventually, the wife appeared at the farmhouse door, waving a spoon and grimacing angrily.

"Harley, you want any aiggs, you git in here before I dump 'em out for the dog! Harleecy!"

Harley waved gaily, attracting her attention.

"C'mere, Ava June. I want to introduce ya."

Ava June set the spoon on the windowsill and gawped. Then her eyes narrowed, her mouth took a mean, suspicious line.

"Harley, what you doin' sittin' on the ground like that? You git up!"

He beckoned vigorously and she came closer, her grimy slippers crushing the young alfalfa. She was blinking at what she saw.

"Harley, don't you know them things is prob'ly rabid? You wanna hafta git 14 needles in the stomach?"

Harley grinned.

"Ava June," he said importantly. "These are my friends!"

Ava June froze. She saw the shotgun lying at her feet. Her eyes were ringed with white as she scooped it up.

"Harley Jenkins, you have cracked up, haven't you. Let your mind flit off, just like a butterfly!"

She clutched the gun and backed up. Her husband chuckled indulgently.

"Oh it ain't like that at all, Ava June. It's . . . it's beautiful, that's what it is. Come on over here and you'll see."

But Ava June had the gun pointed at him, her face white and hard.

"I told you, if you went crazy again, I'd blow your head off. That time you came at me with the hog knife, I warned you good!"

"Don't be silly, honey. You've got to come closer to feel it. C'mon, I'll show you!"

He was just scrambling to his feet when the gun went off, blasting the day. Red blooms sprouted on his overalls. Looking utterly astonished, Harley Jenkins crumpled into the clover, dead.

The dog rose to his feet and turned his head toward the woman. The rabbits began to hop. Ava June's eyes bulged and she began a rapid, stumbling flight backward.

"Scram," she hissed, "Git! Git away from me!"

When the dog broke into a trot, she screamed — and screaming, fled through the grass to the house, slamming the door behind her.

The dog and the rabbits crossed the field at a gentle pace. The mongrel nosed open the familiar latch. The rabbits followed him in.

They found Ava June cowering on the couch, the shotgun fallen to the floor. Seeing them, she screamed again, but as they approached, the scream stopped and the shivering went out of her body. When the rabbits had gathered around and the dog had laid his muzzle in her lap, she relaxed against the soiled cushion, her papery lips calm, her eyes bright and intent.

"Why . . . yes," she said at last. "Now that you explain it, I see it all nice and clear. I shot him and I didn't need to. It's my fault."

For a moment she caressed the neck of the dog, a grave peace spreading over her eroded features.

"Yes," she said again, "you're perfectly right. Things have got to be made square."

She picked up the shotgun, which still had a shell left in one chamber, placed the barrel in her mouth, and blew her own brains out.

The animals waited until silence resettled in the house. Then the dog, withdrawing his head from the dead woman, started for the door. The rabbits skirted wide around the spattered blood, lifting their paws delicately, distastefully.

Outside on the grass, they all touched noses in a small ceremony of purpose before they loped away over the land — each in his appointed direction.



MARNIE



Meet the Hamilton housewife who sits at the top
of a \$280 million corporation of unbelievable complexity
and makes it look easy. How Marnie Paikin runs
the country's largest university.

By Pamela Cornell

No doubt if Marnie Paikin exercised her flair for leadership in the business world, she would enjoy a lofty income, a luxurious office, and a lavish expense account. Instead, she heads U of T's governing council and her only material reward is a University parking sticker.

"I've never needed to work for money," she says. "Anyway, my *curriculum vitae* would never have landed me a very challenging job in business. I don't fall into any of the traditional categories."

And she doesn't. Strictly speaking, she's a Hamilton housewife who does volunteer work because it's a family tradition and because, in pop-psych jargon, she's compelled to actualize her potential. But while her *cv* might be unconventional in the corporate context, her talent and toughmindedness have made members of the Old Boy Network sit up and take notice.

When officers of the University are listed, M. Paikin appears after Chancellor A.B.B. Moore (whose duties are ceremonial rather than political) and *before* J.M. Ham, whom she installed as President last September.

Paikin's responsibilities compare with those of Canada's top-ranking corporate chiefs. She heads the country's largest and third-oldest institution of higher learning — a place that encompasses three campuses with 225 buildings on 660 acres, and more than 50 libraries containing more than 4.7 million volumes. The annual operating budget approaches \$280 million.

But undoubtedly the most complex aspect of this vast organism is its people. Besides the 47,000 students, there are 3,800 full-time faculty members with such disparate disciplines as theology and thermodynamics, in addition to the 5,000 non-academic staff, ranging from glassblowers to groundskeepers, plumbers to audio-visual producers. Naturally the different "estates" of the University often have widely divergent imperatives.

The 50-member Governing Council is a microcosm of that population, with a few extras thrown in. Along with professors, there are business people, appointed to council by the Ontario government. Along with the students — full- and part-time, graduate and undergraduate, from liberal arts and professional faculties — there are *former* students, elected by the College of Electors of the Alumni Association. And there are the administrators, sometimes seen as bureaucrats.

Leading that unwieldy group through a heavy agenda in a public meeting once a month has been Paikin's formidable task for the past three years. With so many different viewpoints, nothing is straightforward. Yet Paikin marshalls that conglomeration of separate entities into a functioning unit, and will continue to do so for another year.

"She's a superb chairman, clear-minded and pleasant to work with," says President Ham. "And she has a very great concern for this University."

Paikin's dedication is striking. She commutes from her Hamilton home at least once, and usually two or three times a

week. She sifts through staggering amounts of intricate documentation. She meets regularly with President Ham and Governing Council secretary David Claringbold to anticipate upcoming issues. She is accessible to delegations and individuals wanting to discuss particular problems. She keeps her own appointments calendar and does her own filing.

Why does she do it?

"Our family has a longstanding tradition of community service," she smiles. "My 92-year-old grandmother still knits mittens and sews aprons for Hadassah. And until she broke her leg recently, she went up to Baycrest (home for the aged) every week to conduct bingo games."

Paikin's own community concerns have centred around education and the arts. At the University of Western Ontario, where she married Larry Paikin in her third year (Dec. 18, 1956), both were involved in the Community Concert Association and the London Little Theatre.

When she earned a degree in psychology (after four years on the dean's honour list), the couple moved to Hamilton where Larry took over his family's steel warehousing business. On the volunteer front, Marnie Paikin established a reputation for getting things done — first as president of the Hamilton Philharmonic board, next as chairman of Hamilton Place, and then as a member of the McMaster Medical Centre board. There she came to the attention of former U of T President John Evans, then McMaster's dean of medicine.

"Although Marnie Paikin had had no experience in the running of a hospital, she achieved an understanding of the substance and processes within two months," says Dr. Evans. He attributes that phenomenal progress to both the quality of her mind and the quantity of homework she insisted on doing. Evans influenced Paikin's decision to accept the provincial appointment to Governing Council in 1972.

"He gave me a sense of the importance of the University as a testing ground for solving society's problems."

She was also intrigued by a governing body whose membership extended far beyond the corporate and social establishment. Sitting on this year's council were, among others, an Ontario provincial policeman, a librarian, a Mississauga developer, a representative from the city's Sikh community, and an industrial home economist.

Paikin's determination to maintain that diversity was unwavering during last year's exhaustive review of the then five-year-old governing system.

"Council's broad perspective can only complement the insights of both the faculty and the administrators, who are responsible for the University's day-to-day operation. Certainly noteworthy contributions have been made by representatives from every group."

Not everyone agrees with Paikin's stand on council membership. History professor Michael Bliss is among the sizable number of faculty members who think academics should have majority representation on internal governing bodies making decisions about the institution's future. Despite his

“I don’t know anyone I’ve disagreed with so often yet respect so much. . . Marnie Paikin operates by the quiet force of her personality without ever being authoritarian or acting arbitrarily.”

ideological differences with Marnie Paikin, Bliss is an unabashed admirer.

“I don’t know anyone I’ve disagreed with so often yet respect so much. Governing Council is a large body dealing with big issues. There’s always a danger of things getting out of control. But they don’t, because Marnie operates by the quiet force of her personality, without ever being authoritarian or acting arbitrarily.”

Cool and unflappable, Paikin is never stampeded into making an injudicious remark. When someone speaks, she often asks that the question or comment be repeated. Then there will be a pause before she gives a carefully worded reply.

“I don’t really want to stall. I just want to be absolutely clear about what the person is saying. And I’ve learned not to be afraid to sit for a second and think.”

When debate becomes acrimonious, Paikin will interject a deftly worded remark that restores members’ good humour and sense of perspective without sidetracking the discussion.

Media magnate John F. Bassett was one of council’s more outspoken members until his resignation last fall for business reasons. Bassett loved to rant with mock seriousness about the idealism of academe. He delighted in reminding his listeners that he’d never have made it in business if he’d tolerated the cumbersome decision-making processes that prevail at U of T.

With matching mock seriousness, Paikin would chastise him for his crass pragmatism and insensitivity to the traditions and complexities of the institution. Duly reprimanded, Bassett would beam like a mischievous boy who’d finally managed to capture his busy mother’s attention.

“I thought she was a first class chairman and I’ve participated in a good many meetings over the years,” he says.

Third year English student Brian O’Riordan is another Paikin fan: “She doesn’t just chair Governing Council. She provides real leadership. Even when she isn’t saying much, people look for her reaction and she indicates her response in subtle ways.”

Sidney Hermant, president of Imperial Optical and dedicated U of T alumnus for more than 30 years, served as Paikin’s right-hand man on council until a year ago when he was appointed chairman of the board at the Royal Ontario Museum. Hermant attempts to pinpoint her style by recalling his experience with Toronto’s archetypal chairman, Fred Gardner.

“I was vice-chairman of the Metro Toronto Planning Board when Fred was chairman. He was a man who got things done by running them as if he owned them. That approach worked then but he’d never have got away with it today. Marnie’s a chairman who’s suited to these times. She’s careful about doing her homework and consulting with her colleagues before making decisions.”

Everyone has critics, though, and Paikin is no exception. Political economy professor Bennett Kovrig describes her as a bird of passage in the University.

“Coming from outside, she had her problems finding the right tone in her learning days. While she’s generally impartial with the various estates, her relations with the faculty association (UTFA) have not been good at all. She and (UTFA president) Jean Smith don’t trust each other, which has put faculty members on council in a delicate position. But she’s not the sort of person you dislike because you disagree with her.”

Jean Smith attaches no such disclaimer to *his* remarks. The skepticism of the faculty toward Governing Council is well-known, he says, and Mrs. Paikin has contributed to it. There’s even a possibility the academic staff could become sufficiently militant to form a union and if they do, he adds, “Mrs. Paikin and the style she represents will be partly responsible.”

President Ham attributes the tension between Paikin and the faculty association less to the personalities involved than to the structure and *modus operandi* of the Governing Council itself.

The old structure, with academics on the Senate and business people on the Board of Governors, may have constituted a system of double innocence, says the President, but at least the academic estate came together in sufficient numbers to provide a sense of peer community that’s missing now.

“Of course, the existing structure wasn’t imposed on us. It grew out of the University’s internal workings and the faculty played a large part in its establishment. Marnie Paikin shouldn’t be identified too closely with a structure she didn’t create.”

When she agreed to join the Governing Council seven years ago, Marnie Paikin thought the commitment would only tie up two days a month. But she was figuring without her own perfectionism. As a hostess, she spends three days preparing for a dinner party. As a devoted mother, she attends all 16-year-old Jeff’s basketball games, both home and away. She also finds time to go with her family to see the Hamilton Tiger Cats, Toronto Maple Leafs, and Varsity Blues football and hockey teams, for which eldest son Steve, 18, provides the play by play on U of T radio.

Paikin still feels guilty when she comes home after early evening meetings to find dinner over and family members dispersed to their respective activities. But she salves her conscience with the thought that her sons are more independent and better organized as a result of her frequent absences.

Perhaps having teenage sons has something to do with the mutual affection between Paikin and the University’s student governors.

“She jokes around and makes you comfortable,” says part-time undergraduate Bev Batten. “In fact, she’s so unassuming and down to earth, there seems to be a little of the student still in her. That’s not to say we can win her over, though. She’s fair but she’s firm.”

And she’s finding high-powered challenges in spite of her unconventional *cv*.

OUR NEXT "MOST BEAUTIFUL BOOK"

North American education suffers from a glaring deficiency, says U of T geography professor Bill Dean. Our schools stress literacy and numeracy, but ignore graphicacy. Unlike Europeans, we have difficulty reading patterns readily. Yet patterns have a tremendous impact on our lives, insists the professor.

Bill Dean isn't one to just stand back and carp, though. For years, he and several colleagues have wanted to offer the public a book that would be beautiful to behold, reveal lots of interesting things about Canada, and help develop the nation's graphic "literacy".

Dean's goal is about to be realized, thanks to a \$3.5 million grant from the federal government's Social Sciences & Humanities Research Council. Work has already begun on the *Historical Atlas of Canada*, scheduled for completion by 1986.

The focus of past historical atlases has been essentially political, says Dean, because what they've recorded are boundary changes over the years. This new one will focus on social and economic ideas.

"Our maps will analyze some of the

dramas that have taken place on the Canadian stage."

The influx of settlers will be shown as more than just population growths and shifts. Those settlers brought from Europe a variety of cultural baggage that has left its imprint on the Canadian landscape. The atlas will show which architectural styles dominated which regions and will examine such intellectual influences as the Garden City Movement of the 1920s, which had a marked effect on street patterns in newly established communities like Iroquois Falls.

The *Historical Atlas of Canada* will be in three volumes: the first, covering archaeological times to 1780; the second, 1780 to 1881; and the third, 1881 to 1951. Each volume has its own editor and editorial board members, all of whom are scholars at universities across the country. They're scouting around the academic community, encouraging contributions appropriate to the project.

As project director, Bill Dean calls himself "the Tom Sawyer who gets everyone else to whitewash Aunt Polly's fence". The two other key figures in the scheme are co-

ordinating editor, Professor John Warkentin of York University, and world-famous cartographer Geoffrey Matthews, a former Australian who's been at U of T since 1962.

None of these editors or contributors will be paid for their work on the atlas. The project is considered an offshoot of their regular jobs for which they are already paid by their respective institutions.

So where will the \$3.5 million go?

Publication costs alone will eat up \$1 million. Each volume will contain 70 precisely wrought colour plates.

"The process is painstaking and time-consuming. And time is money," says Dean.

But the lion's share of the atlas grant will provide employment for about 100 of the country's graduate students. (There are more than 600 in geography alone, and this project will also be calling on historians, economists and, of course, cartographers.)

A core working group, consisting of two full-time postdoctoral associates and three summer-time graduate assistants, will be established at U of T for a five-year period. Besides doing research, they will compile and maintain a central reference data bank.

Two postdoctoral associates will be working in the Atlantic region, three in Quebec, three in Ontario, two in the prairie provinces, and one in British Columbia. They will collaborate with contributors at such institutions as Memorial University, Queen's University, the University of Manitoba, and others to be determined.

If all this activity results in an atlas as good as the last one Bill Dean and Geoffrey Matthews produced, it will have been more than worthwhile. That last work, by the way, was the *Economic Atlas of Ontario*, published by University of Toronto Press, a hefty 14-pound volume that won three gold medals at the 1970 Leipzig Book Fair. One of those medals was for nothing less than being "the most beautiful book in the whole world" and the competitors included exquisite entries from 3,000 international publishers.



Cartographer
Geoffrey
Matthews (left)
and Prof. Bill
Dean

"THE MYSTERY OF DISCOVERY"

Professor John Polanyi was announced the winner of the fourth annual Alumni Faculty Award for "distinguished scholarship, outstanding service to the University and services to the community".

In receiving the award, he remarked to the *Graduate*: "I don't know if alumni are meddling in the affairs of the University these days, but I can't think of a nicer way for them to do so than by giving this award."

At the dinner, where he was presented with the award, Polanyi spoke about one of his many concerns that go beyond the chemistry research

he is famous for internationally — the mystery of scientific discovery. He said that while scientists around the world continue making new discoveries, the nature of scientific research itself remains mysterious and deserves its own study.

Polanyi's work has focused on the chemistry of molecules. Accustomed to putting complex chemical terms into less rigorous language, he has described his research as the study of the way molecules "come close together, embrace, exchange partners and finally retreat as new molecules".

In the early 1960s he made important discoveries in chemi-

luminescence — the emission of light, particularly infra-red light, brought about by chemical reaction. From his discovery that molecules can be stimulated by chemical reaction to emit light, he correctly predicted the development of lasers.

Polanyi is widely known for his outspoken condemnation of nuclear armaments and chemical warfare. His own warfare has been waged in the popular press and through involvement with the Canadian Pugwash Committee and work on the editorial boards of the *Bulletin of American Atomic Scientists* and *Science Forum*.

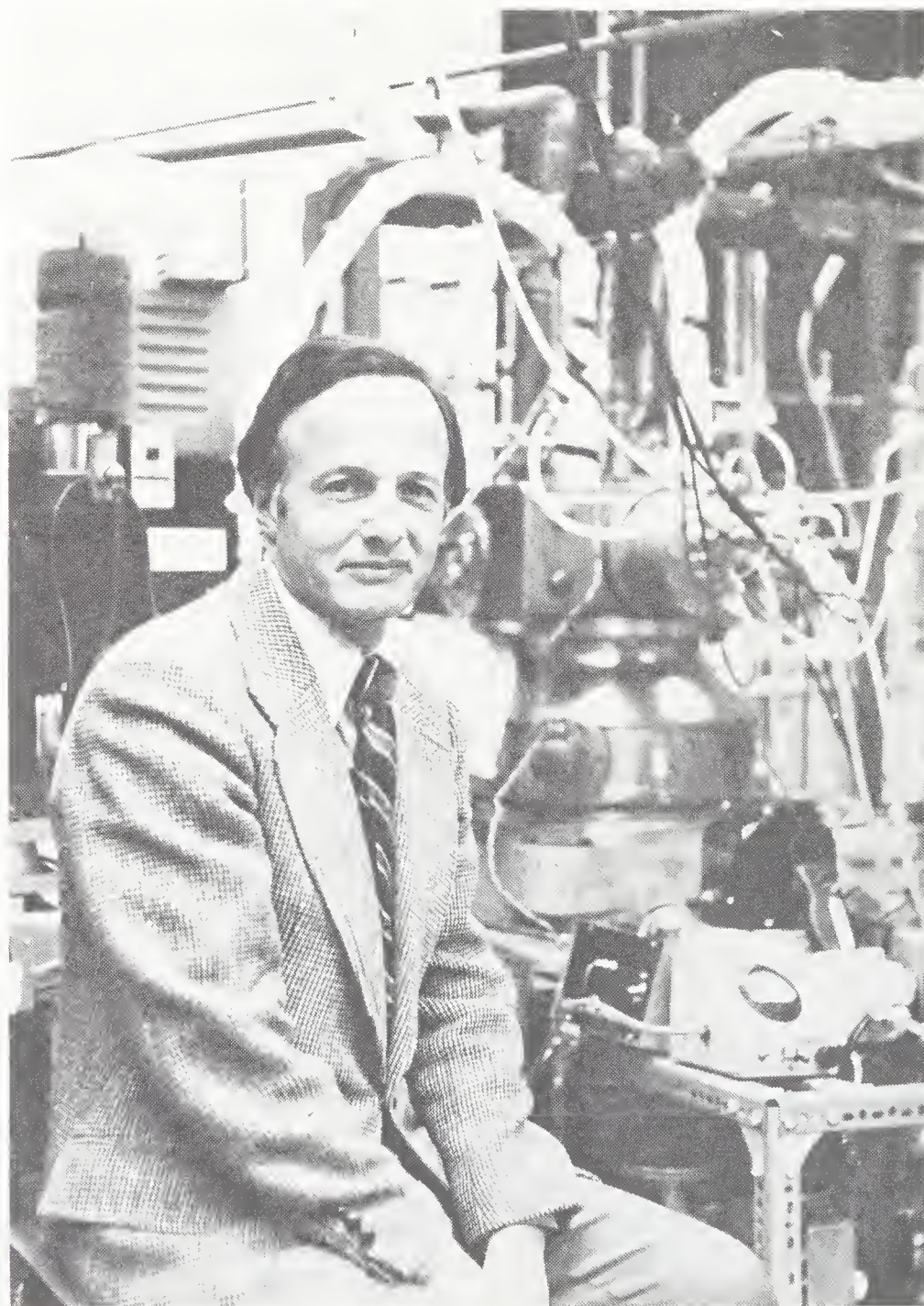
He was the first scientist to be named University Professor at U of T, an honour he received in 1974. And he joins a distinguished group of faculty in accepting the Alumni Faculty Award: Prof. Horace Krever, now a judge, the late Prof. Douglas Pimlott, and Dr. Louis Siminovitch.

Polanyi was born in Berlin of Hungarian parents in 1929. His father, the late Michael Polanyi, was a famous physical chemist and philosopher of science. Objecting to the Nazi government, the Polanyi family left Berlin for Manchester, England, in 1934. There John received his doctorate from Manchester University.

John Polanyi came to Canada for a postdoctoral fellowship with the National Research Council and he joined the chemistry department at U of T in 1956, becoming full professor in 1962.

The Alumni Faculty Award is the most recent in a long list of awards he has received for his internationally admired work. These include the Marlow Medal of the Faraday Society, the Steacie Prize for Natural Sciences (shared with Prof. Neil Bartlett), and the British Chemical Society Award. He is a fellow of the Royal Society of London, an honorary foreign member of the American Academy of Arts and Science, a fellow of the Royal Society of Canada and an officer of the Order of Canada.

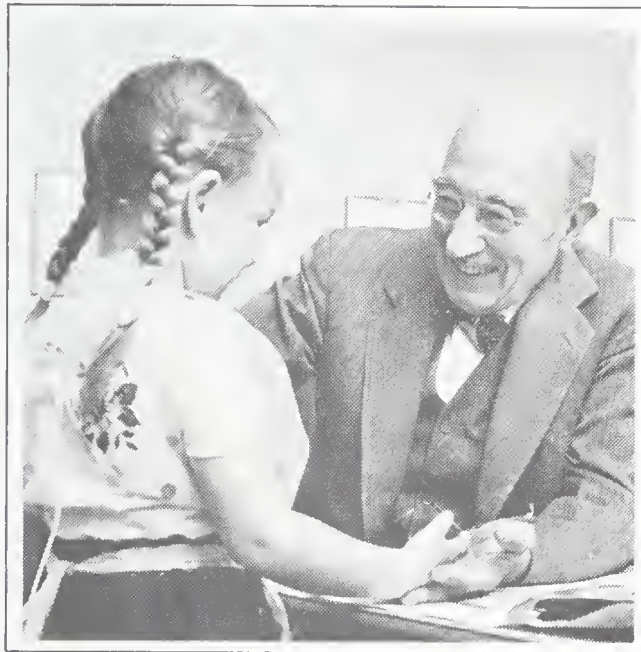
He is married to Susie Davidson, who is a graduate of University College, and has two children, Margaret, 18, and Michael, 15.



Chemistry's Professor John Polanyi named fourth winner of Alumni Faculty Award.

WHERE CHILDREN ARE IMPORTANT

By Ann Prince



Is it time to say goodbye to the school
where Dr. W.E. Blatz taught us to treat kids with respect?
The parents are fighting for ICS.

Once a source of outrage and controversy, now just one more drain on a university's rapidly dwindling resources, the 55-year-old Institute of Child Study may finally have its umbilical cord cut this year.

Doubtless the institute will survive — the parents' association is determined of that — but the school where Professor W.E. Blatz pioneered his unorthodox and once frighteningly permissive ideas on child rearing (treating them rather like human beings, for example) will likely have to go it alone. The University of Toronto has assisted ICS financially since the late 1930s.

Since its establishment in 1924 as the St. George Nursery School, the institute has had a remarkable history. It was one of the first research centres in North America to tackle the systematic study of child development at a time when nursery schools and child psychology were looked on with suspicion and mistrust. Child rearing in the 1920s was still of the "spare the rod and spoil the child" school of thought.

But the institute was chiefly remarkable for the performance of Blatz, who, with Professor E.A. Bott and Dr.

C.M. Hincks, set up the original nursery. As its director for 35 years, Blatz delivered a steady stream of pronouncements on discipline and child education, keeping Canadian newspapers well supplied with headlines for decades. *Spanking barred at nursery school* and *Professor says child's happiness comes first* were typical.

Parents and teachers were incredulous: what on earth was going to happen to those eight unfortunate youngsters who were the first pupils to be sacrificed to such a dangerously permissive concept?

But Blatz was simply one of the first to discover the value of controversy: seeming to shake the foundations of parenthood was the quickest way he knew of to air his views. His goals were simple. From his working experience with shell-shocked World War I veterans, he had come to the conclusion that most psychological research was concerned with the abnormal, that far too little attention was paid to normal human development. He began to explore this idea while doing his PhD at the University of Chicago. When he returned to U of T in the early 1920s the concept was firm in his mind: the only logical point to begin the study of the



His critics charged him with undermining the foundations of teaching. Blatz ignored them. Everything a child did was important, and that was all that mattered to him.

ordinary human being was in childhood, the earlier the better.

A grant from the Laura Spelman Rockefeller Memorial Foundation provided funds for establishment of the St. George Nursery School and gave Blatz a working laboratory. It was a Canadian first and the public attention was quick to be aroused.

Dorothy Millichamp, a longtime colleague and assistant to Blatz, recalled those early days in a recent interview. Blatz, she said, stressed that no aspect of a child's behaviour should be overlooked or discounted as irrelevant. "We were pioneers, in a sense," she said, "and Blatz was determined to miss nothing."

Every incident was to be questioned. How did the child react to regular morning inspection by the school nurse? Did a child need help to comb his hair or tie his shoes? If he sucked his thumb, when did he do it? For how long? Millichamp recalled that there were 18 symbols used to describe a child's attitude during the rest period alone.

Because of the time teachers spent watching and recording behaviour (rather than instructing and guiding it) Blatz was accused of fostering too much self-expression in his pupils, something many felt could only detract from the quality of teaching. Indeed, his most severe critics charged him with undermining the entire foundations of established education. But the meticulous observations continued, recorded and analysed by the entire ICS staff including Blatz himself, who took his turn with the rest of the staff on freezing winter playgrounds. These records became the basis of the first study in the U of T's Child Development Series, published in 1940.

All this "child watching" was carried on as part of the daily routine of the school, then located at 47 St. George St. Although no child was ever spanked (as the newspapers kept reminding) the Blatz approach to discipline wasn't slack — just different.

For him, the key to discipline was routine — a consistent environment with clearly stated expectations and firm guidance contributing to the child's sense of security. Blatz's pupils were expected to accept responsibility for their own actions. If a child spilled paint during art class a mop was provided instead of a scolding. To the bewilderment of parents nothing more would be said to the child. But the child soon realized that if he wasn't careful with his paint pot he'd learn more about cleaning than he would about art.

Details of the Blatz theories about discipline were rarely reported correctly in the papers and often he'd make the news two days running — once for the report, and once for the clarification.

Dorothy Millichamp said Blatz would often make blockbuster statements knowing full well how they'd appear in print. "When he talked to the press the twinkle would be glinting in his eye, but he was quite aware that papers could not print twinkles." His daughter Margery (Gery) agreed. "My father loved controversy," she said. "Sensation to him was better than no publicity at all."

After one well-attended public lecture Blatz was called "a blot on society" by no less a personage than Canon H.F.

Woodcock, who felt the professor had questioned the sanctity of marriage. In fact Blatz had merely observed that licences were required for building houses, driving cars and keeping dogs, but that "all that's required for raising a child is an old-fashioned marriage certificate".

If not a total maverick, Blatz generally went his own way, perhaps confident the world would eventually follow, or that his methods — unorthodox as they might seem to his colleagues — would achieve useful ends.

Take, for example, his attitude toward exams. As a professor of psychology he had to inflict them upon his students; that was the policy of the University. But he felt exams, report cards, competition and prize-giving should all be abolished and his students were told well in advance what would be on examination papers: they never failed.

Nor did all pass. Those he knew weren't suited to "passing" were taken, recalled Millichamp, "quietly and kindly aside by Blatz himself and offered guidance in selecting alternatives". As in the nursery art class, punishment was redundant.

Blatz had his finger in many pies. He coached the 1920 Varsity football team to victory in the third Grey Cup game. He became a consultant to Toronto's juvenile court and was for a time an adviser on the upbringing of the Dionne quints. During World War II he went to England with Dr. C.M. Hincks and Professor Stuart Jaffrey to set up nurseries for youngsters who had been evacuated from bombed cities and by war's end most of the ICS staff members had spent some time overseas working with him.

He died at 69 in November, 1964. The school he helped to found has changed. The emphasis has shifted away from Blatz's consistent, predictable environment to one that allows more flexibility for a child's expression of creativity, according to the institute's current director, Professor M.F. Grapko. "But," says Grapko, "his central thesis, the security idea, is still very much alive. Children are still encouraged to accept the consequences of their own behaviour."

Two proposals were scheduled to go before the U of T's Governing Council in April. Professor Harry Eastman, vice-president — research and planning and registrar, was to recommend a substantial reduction in the institute's lab school enrolment and staff, including the co-ordinator, and also to call for elimination of grades three to six as well as dropping programs in art, music and French over a three-year period.

But the ICS Parents' Association is determined that the institute can and should become financially independent, and that it should retain a strong, continuing liaison with the University. The laboratory school is currently operated by ICS but used by U of T graduate students for practice and research.

It will take a while for things to resolve themselves and lately feelings have been running high.

Blatz, one feels, would have understood. Innovative and important institutions *should* become embroiled in controversy from time to time. That's what keeps them in the public eye. That's what it takes to keep them going.

THE BATTLE OF FORT JOCK

By Norma Vale

U of T's athletic facilities finally enter the 20th century

For three years, newspapers called it "The Battle of Fort Jock".

Indeed, the confrontation between U of T and its neighbours made great copy for many a columnist, editorial writer, and irate citizen's letter to the editor.

On one side you had the University, with plans to build a huge, modern sports complex that would bring its athletic facilities, which lagged far behind almost every other university in the province, out of the dark ages and into the 20th century.

On the other side you had local residents, determined to preserve their neighbourhood and fight "the academic behemoth", as one editorial in the *Globe and Mail* described the University, that they were sure would one day gobble them up.

It was an emotional battle fought in the chambers of the



city hall, Ontario Municipal Board, provincial cabinet, and finally, in the courts.

And it was a battle not without its ironies: students, normally aligned with the underdog against the institution, in a referendum voted overwhelmingly in favour of the complex; Bruce Kidd, former Olympic athlete and now U of T professor, found himself supporting a cause his usual political confreres opposed.

In fact, Kidd was involved in the planning of the centre right from the beginning. He was one of the members of a task force which, in 1973, outlined the type of athletic facility needed.

The real history of the athletic centre, however, goes back a long way before then. As early as the 1930s it was recognized that the athletic facilities in Hart House, built in 1919 and intended for a student population of 2,500, were sorely overextended. Today, there are 47,000 students.

It wasn't until 1959 that the Benson Building was opened for women's athletics. And although a major fundraising drive the same year set aside \$7 million for a new men's athletic facility to be built west of the Benson Building, where the centre is today, it was the early 1970s before a committee was established to find out just what type of facility should be built.

The timing was unfortunate, to say the least. Almost to the day the project was unveiled, the axe fell. It was 1972, and the government had announced its freeze on capital funding for universities, leaving U of T with a project, but not enough money to pay for it.

That's when Kidd, among others, was called in to modify the more expensive plans, which they did, presenting in the fall of 1973 a smaller scale project, a modified version of which stands today.

The man put in charge of selling the building to the city, as well as answering its critics, was project co-ordinator Jack Dimond, now executive assistant to the vice-president — campus and community affairs.

"We knew there was going to be opposition to the complex, but we didn't think it would last as long as it did," he says today. There was never really any doubt in anyone's mind that the University needed the complex, but the building became a symbol to the residents of what the University was doing to their community.

"A lot of latent resentment had built up towards the University for the development of the west campus in the 1960s (an expansion that included the Robarts Library, called by some Fort Book, and New College).

"The athletic complex became their first chance to make the University feel the strength of their opinions," says Dimond.

What angered residents most was that some charming houses owned by the University were going to be demolished, replaced by an "ugly monstrosity", whose "oppressive" design, they charged, closely resembled the northwest chiller plant, a concrete, box-like structure at the corner of Spadina and Sussex.

(Such unkind swipes compelled Dimond to include a section in a report responding to residents' complaints titled *Why Does the Building Have to be Ugly* that began: "First of all, we don't think it will be the abomination some have suggested.")

Residents also feared that the building would cause a great influx of cars into the area, creating an even bigger parking problem, and its huge size would put houses on Harbord in shade for most of the day and would create high winds, charges the University denied. But the opposition was so successful in gathering support down at city hall that Dimond says the final outcome "was never a sure thing".

There were problems for the University right from the start.

The field house (containing the track, jumping pits and tennis and basketball courts) was originally intended to be a separate building, north of Harbord. This would have meant the demolition of 10 residential properties, so the residents fought it.

A second plan was drawn up, incorporating the field house and pool. The trouble with this scheme was that the building would now be 85 feet high, and the modified 45-foot holding by-law was in effect. And the new plan didn't do much to appease the opposition, because it still meant that five old houses along Spadina (converted into offices) would be lost.

In the meantime, all the delays were costing the University money, with prices escalating 10 percent a year. This forced the University to reduce even further the scope of the building.

So, it was back to the drawing boards. Architects came up with a third plan: They removed a floor, lowered the building from 85 to 68 feet, lowered ceilings which in turn meant lowering the diving tower, and the track which was supposed to have been raised, was now down on the floor.

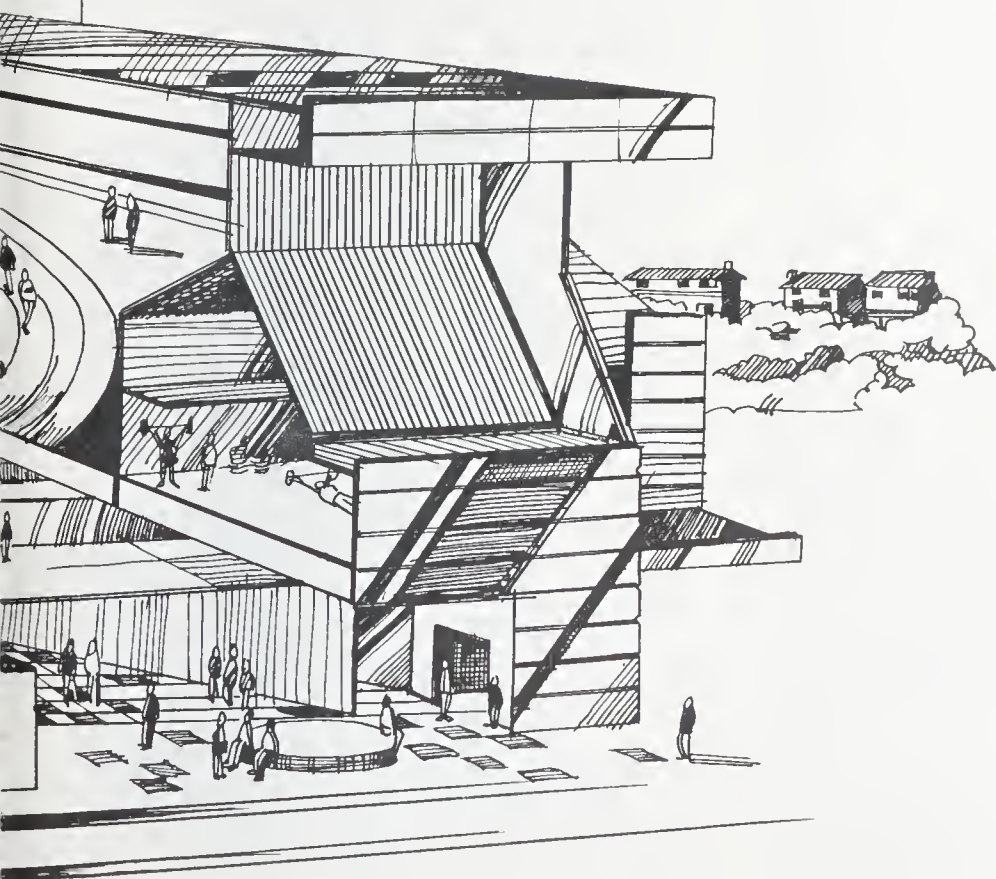
But there still remained a problem.

The plan didn't conform to city zoning regulations — it was too big for the site — so Dimond put in a new rezoning application.

City council granted the application and residents immediately announced they would oppose it at the Ontario Municipal Board. One of them, Tom Harpur, religion editor of the *Toronto Star*, told the OMB hearing that the University is "one of the most significant destroyers of neighbourhoods we have" and should be stopped.

The OMB disagreed, approving the zoning change in the late spring of '76.

Determined not to quit, the opposition then decided to



appeal to the provincial cabinet, but in October the cabinet decided to uphold the OMB decision, removing the last legal obstacle.

Or so everyone assumed. But the fight was not quite over. The residents had one last hurrah, the battle of the demolition permit. The University had its building permit, which should have automatically qualified it for a demolition permit to tear down the houses.

But demolition permits for residences require a vote of city council and by this time a new council had been elected, one even more hostile to the project.

So, in spite of the fact that they *couldn't* deny the University a demolition permit, that's exactly what they did. There was a tie vote, and the city refused to issue one.

And that's how U of T found itself in the unusual position of suing the City of Toronto. But that's exactly what *it* did, and, in an open and shut case, got the permit, and after about three years of fighting, its athletic centre.

And so the story ends, happily for students, staff and

alumni interested in sports and fitness.

But what about the residents who fought so hard against it? Are they learning to live with, if not love, their new neighbour?

One of them, Alan McAllister, has moved away. He says the move wasn't a result of the athletic centre, but that it has "soured his feeling about the area". But the battle, he says, wasn't entirely lost.

"Traditionally, the University bulldozed through neighbourhoods without batting an eye. They'll have to do it a lot more carefully next time."

McAllister won't buy a membership in the centre. "I promised never to set foot in that place and I'm going to hold to that promise."

Not so, though, for Tom Harpur. He still thinks the building is "a hideous mess typical of recent University architecture" but now that it's up, he says he just might join.

"It's a *fait accompli*. It would be foolish not to use it once it's there."

ENTER HERE AND SWEAT

When U of T's \$12 million athletic centre opens its 16 double glass doors in September, the occasion will mark a renaissance in athletics at the University of Toronto.

The new complex, with Olympic-size swimming pool, 200 metre track, 12 squash courts, four basketball/tennis courts, beginner's swimming pool, exercise and weight training rooms, physiotherapy room and fitness and kinesiology laboratories, permanent jumping pits and pole vault box, will give new respectability to athletics.

As was the case with most older campuses, athletic expansion at U of T has been the poor cousin of academic expansion. When it came to spending, academics always got preference. The people responsible for physical and health education and athletics and recreation took a back seat and envied.

They need be jealous no longer.

The number of square feet of athletic space per student is still less than at many universities, but the quality of the new facilities is "comparable to, if not better than" other universities, says Professor Juri Daniel, director of the School of Physical & Health Education.

Daniel is a very happy man these days. For one thing, the new centre means his school, formerly in rented

space with facilities scattered across the campus, now has a proper home in which to train its 450 undergraduates.

For another, the centre's laboratories will enable the school to expand its research. New projects in the works include an institute to study the various psychological, physiological, sociological and other factors that contribute to the development of world-class athletes, and a lifestyle changes centre whose aim is to develop ways of postponing the onset of such chronic diseases as heart disease through fitness.

But the athletic centre is not just for the specialist.

Every U of T student, regardless of discipline, will be able to use the facilities, and membership is open to all University staff and faculty, alumni, and spouses of those groups. Five hundred memberships will also be offered to the general public, at \$200 each, to be sold on a "first come, first serve" basis.

Alumni membership, including Hart House, will be \$150, reduced to \$90 for first year alumni. For faculty, a joint membership in Hart House, Faculty Club and complex will be \$152. Administrative staff membership in the complex will be \$60 for the winter session, \$30 for the summer. Part-time students will get the best deal of all, with membership costing a grand total of \$4.

In addition to its teaching and recreational functions the facilities will be used for intramural and inter-collegiate competition, and, it is hoped, national and international events.

The field house and pool have room for about 1,000 spectators, but this seating capacity isn't enough to attract major events like the Olympic

or Commonwealth Games, says Professor Bud Fraser, director of the Department of Athletics & Recreation. He's the man in charge of running the complex. (The official name is the Athletics & Physical Education Centre, consisting of the Clara Benson Building and the new one — the Warren Stevens Building.)

Considering the number and various kinds of people using the building (there are 9,400 new lockers to accommodate them all, though women will still have to use the old lockers in the Benson Building) Fraser has a suspicion that scheduling who uses what facilities, when, may at first be a nightmare.

"If all the facilities are in use at once, we could have an enormous range of activities going on. A sampling might be: learn-to-swim, diving, competitive swimming, recreational swimming (or water polo, or scuba diving), squash, golf (yes, there is a mini driving range in the basement of the Benson Building), archery, fencing, gymnastics, dance, badminton, volleyball, basketball, track, tennis, and weight training.

"In the field house alone you could have two tennis games and two basketball games going on at the same time, while people run around the track which will be separated from the courts by a curtain."

About the only thing you can't do in the enormous field house gymnasium is throw a party. The floors are designed for sports and are not to be desecrated by disco-dancing feet, or the desks of examination writers.

It's a sports facility; a shrine, if you will, to the human body.

Enter here and sweat!

Further information on membership can be obtained by calling 978-3437.

— N. V.

CLEARLY A BIAS AGAINST WOMEN?

Quite clearly the winter issue 1979 of the *Graduate* is directed toward the male members of the University of Toronto's graduate constituency. Of 21 photographs appearing in this number, two of them are pictures of women. This count includes the cut which accompanies Ms. Strong's by-line article. A woman appears in a third photograph (page 8), beside the man who is the subject of "Red Man's Burden", but she is not identified. The photographs speak for the articles with which they appear.

In view of the well-known fact that female members of the alumni body are less well paid than their male counterparts, and that few of them have attained positions of prominence or influence that might enable them to contribute as generously as they could wish to the University's fund raising appeals, your policy of emphasizing the group that counts probably makes good sense. It does, however, disappoint at least one alumna to realize that the changes that may have been made in attitudes

within the U of T community since 1955 are imperceptible to the outside world.

When you go looking for alumnae support, you may find that it has shrivelled and died for lack of nourishment.

**Margaret Riches Messud
Toronto**

As a woman graduate of the University of Toronto I found the winter 1979 issue of the *Graduate* depressing. I had hoped women were working toward equality at the University. Instead, the paper shows me that women are still completely peripheral there. There are nine feature articles, all about or by men. There are 18 photographs, 16 of them of men; the two photographs of women are of students and of a reporter.

I have written to the *Graduate* before about its bias against women. I can only conclude that since the bias continues it is a matter of policy. Why should women support a university devoted to men? It seems the only time women are treated

equally with men is when there is an appeal for money.

**Anne Innis Dagg
Waterloo**

*Point taken. Policy denied.
Editor.*

This letter is written to support the view of Dr. Anne Innis Dagg who pointed out an apparent bias against women in the *Graduate*. In the current climate, there is no doubt in my mind that you would not admit that such a bias is editorial policy. On the other hand, the contents of the *Graduate* speak for themselves.

This bias against women is carried through to the mailing list. My several letters asking to have my name reinstated to the mailing list (I received two degrees from the University of Toronto) went unanswered from October 1975 until April 1978. The answer I finally received after these repeated requests was "that only one copy of the *Graduate* will be mailed to one household". The *Graduate* had made a decision to send copies only to my husband, a matter that was not communicated to me for some years!

**Lorraine C. Smith
Stittsville**

Poetic aversion to verse

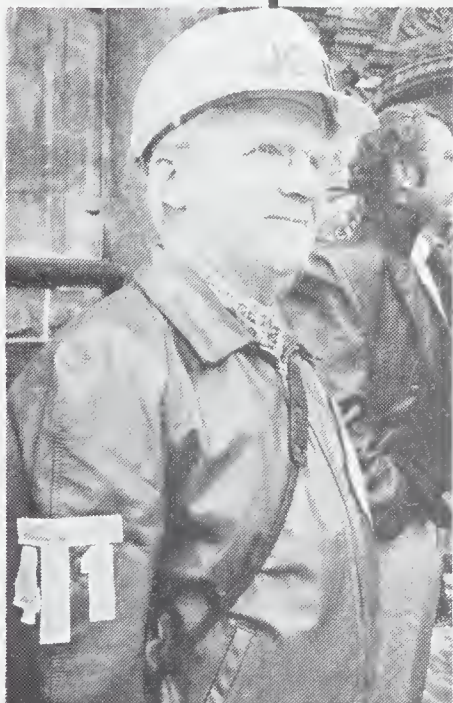
**Methought, completing pages six to eight
Ensnared in recent Vernal "Graduate" —**

"Are modern poets all averse,
And is the tenor of the time
That pro's prefer a prose that's terse
But never dare display a rhyme?"

'Tis seeming sad, my plaintive voice avers, orates,
That current composition thus deters, vacates —
For Poesy's ascendancy, so early wrought,
Might well endangered be or mayhap brought to naught.

I vow that metricating wallowers should know
The Muse's kindred trod a measure long ago!
In various degrees, the scientists they beat
With grammar pounded firm and metre gauged in feet.

**L.E. Jones
Professor Emeritus of Mechanical Engineering
Engineering Curator**



Regarding the decision to send the Graduate to one household if more than one alumnus/a resides there, this has been a long standing policy of the University in order to reduce costs. Your name was not removed or deleted from our records. Rather, it was noted on our records as a family duplication. Your requests to have the Graduate sent separately to yourself and your husband were not responded to before April, 1978 because the alumni records system was being renovated and, during the interim, such requests were difficult to satisfy.

As of April, 1978 you and your husband should have received separate copies of the Graduate. This arrangement will continue until you advise us to alter it.

**William Gleberzon
Manager, Alumni Records**

SPRING: THE TIME FOR COMING TOGETHER

June is a sentimental month, and nowhere more so than on campus with its spate of convocations, farewell kisses, handshakes and diplomas. . . and that annual emotional binge, Spring Reunion week-end. During June 1 to 3, one in every five graduates from the honoured years comes back. If we could make a guess about the predominant emotion, it is, for the 25-year grad, surprise; for the 50-, 60- and 70-year grad, triumph; and for the staff and faculty who act as hosts to them, affection.

There are a large number of college and year parties planned as well as the all-University events. Among them: an architecture 5T4 get-together organized by Bill Moffet; cocktails and dinner for P & HE 5T4, planned by Gail Lowther George and Anne Taylor Lowden; a Sunday brunch for Household Science 3T9 organized by Doris Anglin; a P & OT 5T4 Sunday brunch planned by Ruth Anderson Ellis, Margaret Cowley Rawlinson and Anne Goldstein Stevens.

Pharmacy holds a dinner Saturday night for all the honoured years at which 2T9 and their spouses are guests of the alumni and the Ontario College of Pharmacy and receive their golden anniversary certificates. For the first time, the engineers have abandoned the Royal York Hotel for the ambience of Hart House for their annual engineering alumni dinner dance on Friday evening.

UC will have cocktail parties for each of the honoured years before the reunion dinner for all alumni on Friday, at which Chancellor A.B.B. Moore will be guest speaker. Pat Jones Dalton heads the 5T4 class committee with assists from David Gauthier and Alan Eagleson among others. Other year parties are being planned by Mary Carter Ortved for 3T9, Ross Poyntz, 2T9 and Ruth Park 1T9.

Vic offers free accommodation to 1T9 and 2T9 coming to Toronto for reunion week-end and begins the festivities Thursday evening when the college hosts 2T9 at dinner. Friday

is Vic Day, beginning at 10 a.m., including a buffet lunch in the quad, and afternoon parties for 1T9 and 2T9. Vic 5T4 will celebrate Saturday evening, following the all-University events of that day. Scarborough holds its second reunion this June when it hosts the class of 6T9 at a cocktail party and dinner dance, Friday evening. Saturday, the emphasis is on picnics, games, tennis and poolside at the principal's residence and children of alumni are included. Trinity holds a garden party for all honoured years on Saturday, followed by buffet supper and dancing on the terrace. This is by no means an exhaustive list of reunion events, but you get the idea.

David Rudkin, U of T archivist, is preparing archival material of the honoured years for Spring Reunion to be displayed in the Debates Room of Hart House, and is short on candid snaps and memorabilia like dance programs. If you have such material, send it to the archivist, Roberts Library, U of T, indicating whether you want it back. If you don't get your copy of the *Graduate* in time to send the snaps . . . bring them with you.

Susan Wilson, assistant director of Alumni Affairs, always gets at least one especially nice letter back from the Spring Reunion mailing to the old grads. This year's was from Joseph L. Guinn, Vic 0T9, Albright Manor, Beamsville, who says he likes getting his U of T mail, is happy to "know the facts" and oh, how he'd like to come to Toronto this June, but age prevents him. Guinn is 99.

The President's garden party will be Saturday, June 2, and the following day President Ham will hold an afternoon reception for the Committee of 1000. The committee is made up of all those who gave over \$100 to the Varsity Fund this past year. Confusingly, it now numbers 2,487 members.



The first Update building project to be completed, the new Trinity lecture theatre, is to be named the George Ignatieff Theatre, after the recently retired provost. Currently, Trinity Convocation is selling seats in the theatre for \$500. Donors will have a plaque on the back of the seat, "a little piece of immortality" as one donor calls it. The fundraising committee under Professor Helen Hardy, Trinity 4T5, has already sold 30 seats.

Fame is not the spur. Nevertheless, engineers, at least the ones that went to U of T, are no longer the unsung builders of our nation. The Engineering Alumni Council has elevated another 10 U of T engineers to the Engineering Hall of Distinction. Among this year's nominees are W.H. Rapson, 3T4, the inventor of the Rapson process for bleaching wood pulp and a pioneer in water re-use systems in pulp mills to eliminate stream pollution. Also, G.R. Lord, 2T9, a former chairman of the Metropolitan Toronto and Region Conservation Authority, known internationally for flood control and who is now, in retirement, helping third world countries deal with flood problems through the Canadian Executive Services Overseas. The Hall of Distinction will be part of the renovated and reconstructed Sandford Fleming building.

Have you ever had the telephone runaround from the University? Without attempting to cover the waterfront, here are some appropriate places to call: to change your mailing address, 978-2139; to use the library, 978-6433; to join Hart House or use athletic facilities anywhere in the University, 978-2447; for information about alumni associations or their programs, 978-2367 except for St. Mike's, Trinity, Vic and UC which have their own alumni offices and then call the college in question.

Visiting from out of town in Toronto this summer or having visitors from out of town? Summertime, the groves of academe couldn't be nicer with the resident population down from some 47,000 to 17,000 summer students, tourists and visitors. Student guides and volunteer senior alumni conduct walking tours of the St. George campus weekdays, starting at Hart House at 10.30, 12.30 and 2.30. After the 45-minute walkabout, you can eat and drink at the Innis Pub, inside or outside in the courtyard; or at Hart House in the Great Hall or outside in the Quad during lunch hour, and in the Gallery Dining Room in the



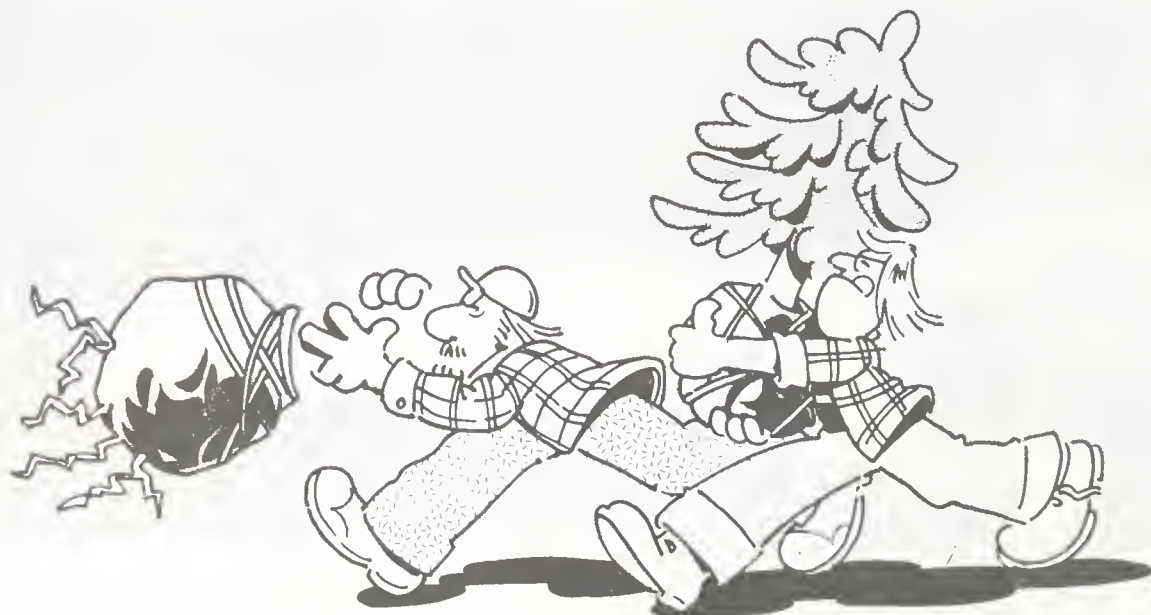
Quietly
the leaves
appear

evening from 5 to 7.30 p.m. For reservation, please phone 978-2445.

Also particular to summer is the stargazing offered at the Dunlap Observatory on Saturday evenings from April to October. Two demonstrations nightly and if its cloudy, the observatory staff give you a film and/or talk. Admission is free and it's great fun for the kids, but you must reserve by calling Richmond Hill 884-2112. . . or you can go to Stratford or the Shaw Festival with UC theatre tours. It's the easy way, with transportation, meals and theatre tickets all laid on. There are three Tuesday evening tours to Stratford: June 26, *Love's Labour's Lost*; July 10, *Happy New Year*; August 7, *Othello*. The Shaw shows are Wednesdays for the 5 p.m. curtain: July 4, *You Never Can Tell* and July 11, *Captain Brassbound's Conversion*. For tickets and info, 964-7668.

Would you like to do volunteer work at the University? The Senior Alumni have formed a sub-committee to assist with the new verification program at alumni records. They are looking for volunteers who could donate half a day a week for at least a month, to assist them on the project. The people are pleasant, the surroundings attractive and the coffee free. Volunteers should call Bill Gleberzon, Alumni House, 978-8991.

There's to be a book sale at UC this November. We mention it now so one of those rainy days at the cottage you'll box up your book discards for the college. Deliver to the alumni office, front hall of the college, or leave, marked "book sale", in the hall of the Women's Union. The dates for the sale are November 5 and 6.



Forestry may be part of Scarborough's future. Discussions are underway to consider the move of forestry to the Scarborough campus. Space problems are the motivating force. The faculty is working, at the moment, out of four different addresses, some of them rented space. There are approximately 350 full-time students currently enrolled in the four-year programs.

Two law graduates, Gerald A. Nash and Jordan G. Sullivan, have been elected for three-year terms to the U of T Governing Council by the Alumni College of Electors.

Gerald Nash, 57, (Trinity 4T4) was called to the bar in 1947 and set up practice in Welland where he is a partner in the firm Nash, Tolmie, Johnston, and Marotta. He served on the Welland Board of Education (1956-62), the Hall-Dennis Commission (1965-67), and has been a

member of the Niagara Falls Bridge Commission for the past three years. Nash was elected to the Corporation of Trinity College in 1971, serving as a member of the executive committee and later as chairman.

Jordan Sullivan, 40, (St. Michael's 6T0) was called to the bar in 1966 and is now vice-president (finance) of Sullivan, Strong, Scott, Ltd., conveyor manufacturers. He was president of St. Michael's College Students' Union (1959-60), president of the Students' Administrative Council (1962-63), and a director of the St. Michael's Alumni Association (1976-78). He has served on the University's Planning & Priorities Committee for the past three years and on the Academic Affairs Committee since September. Sullivan was a town councillor in Oakville (1974-76), first chairman of the board of the Oakville Centre, and a trustee of the town's library board.

UKRAINIAN STUDIES

With 80,000 Ukrainians living in Toronto, the largest concentration of the estimated 600,000 in Canada, it's fitting that U of T be the first Canadian university to establish a chair in Ukrainian studies.

The chair will advance the study of the history, culture and political economy of Ukraine, a country with the largest area in Europe and an economy ranking among the world's 10 most developed. The chair will also be a supplement to the University's Ukrainian literature and culture course (Department of Slavic Languages & Literatures) which this year attracted more than 100 students.

Funding came from the Ukrainian Canadian Professional and Business Federation which raised \$300,000

and a matching grant from the federal government. One million dollars is the anticipated endowment goal.

The search is now on to select a professor for the chair; the program will begin in the fall of 1980.

At the signing ceremony in March, witnessed by over 100 representatives from U of T, the Ukrainian community, and the government, a symbol representing the chair, designed by Ontario College of Art student Heidi Nabert, was unveiled.

Prints by William Kurelek were presented to the principal signatories President James Ham and the Hon. Norman Cafik, minister of state for multiculturalism. Other principal signatories included W. George Danyliw, president of the Chair in Ukrainian Studies Inc. and the Ukrainian Canadian Professional and Business Federation, and Eugene Zaraska, secretary of Toronto Chair Inc.

He is a director of Twin Richfield Oils Ltd., Calgary.

Two U of T undergraduates, Robert McLardy of New College and Robert Howse of Trinity, talked up a storm and came away with the championship at the recent University of Chicago International Debating Tournament against such silver tongued Americans as the teams from Yale and Princeton. It almost didn't happen. The debating union had no budget and, you may have heard, money is tight around U of T these days. However, the Department of Private Funding found a donor (the MacLean Foundation) to cover their travel expenses, so the debating team decided Private Funding deserved to keep the trophy for them. The first, let's hope, of many.

The once popular Second Careers for Women series had to be shelved — all the women who were thinking of going back to work, went! But there's always a new group for Preparation for Retirement, the thoughtful, well-presented lecture series arranged by Allan Upshall for the Senior Alumni who sponsor this program every fall. A detailed brochure will be available early in September and anyone interested should call Bill Gieberzon, 978-8991, to get on the mailing list. This also applies to the ongoing Canadian Perspectives, the highly touted daytime academically oriented lecture series on our favourite country.

Ever wonder what it takes to win a Moss Scholarship from the U of T Alumni Association? The prestigious \$5,000 awards, which go to the best all-round students in the graduating class in arts and science, this year went to Katherine Elizabeth Bishop and Lawrence Lloyd Schembri, both of Metropolitan Toronto. Bishop, an 'A' student, was a star performer in plays at the UC Playhouse, was active on the Innis College Council, and as women's commissioner on the SAC expanded the activities of the commission and made it more effective as a forum for dealing with women's issues on campus. Schembri, another 'A' student throughout his years at Trinity, once got 100 percent in a principles of economics course (one of four students out of some 3,000 ever to obtain this grade). An outstanding athlete as well, he was runner-up as Trinity College athlete of the year in 1977-78. She will go on to an MBA at U of T; he will take a PhD in economics at MIT.

THE GRADUATE TEST NO.1

Herewith our first *Graduate* Test, for the passing of time, stimulation of intellect and simple fun of involving yourself in the dark and convoluted recesses of another person's mind. We advertised, through a brief item in the campus fortnightly *Bulletin*, an open invitation to all amateurs to submit good Canadian cryptics (not self-consciously Canadian, we said, but certainly not Australian). This one was, in our opinion, the most fun.

We will not insult the general readership intelligence by simulta-

ACROSS

1. The second half is it if it's your first drink (8).
5. Put down your whisky! (6)
10. That's all there is; there isn't any more (5).
11. Guerrilla activity is a mistake in swirling mist (9).
12. By the sound of it, encounters swirling steam (5).
13. This 25 is wireless communication (5)
14. The times are out of joint! (3)
15. Sudden light — but if it did, permanent dark (8).
17. How a computer thinks: must be brainy (6).
20. Sounds like I_o passed on a chemical product (6).
21. Able to read it, not merely leer at it (8).
24. Dad the teetotaller never drank anything stronger than this (3).
26. Gathers damaged pears (5).
27. In plain letters, an opening (5).
28. Godot naps, here and there, on and off (4-3-2).
29. Asking whether Susan is his daughter (5).
30. Obviously not water spirits (6).
31. Mixing up orgy in gale leads to hideous scowl (8).

DOWN

1. Diana could be made to tie Mars (7).
2. Entertained without extremes of effort, then sent off (9).
3. Archipelago is part of Lesotho (5)
4. Vigorish in crooked street (8).
6. Such tears do not come after he bites you (9).
7. Offal nonsense! (5).
8. Listen to that man, not a songbook (7).
9. Lions have such vanity (5).
16. In the dictionary pain is not fairly rewarded (9).
18. Transformation during a nap last year (9).

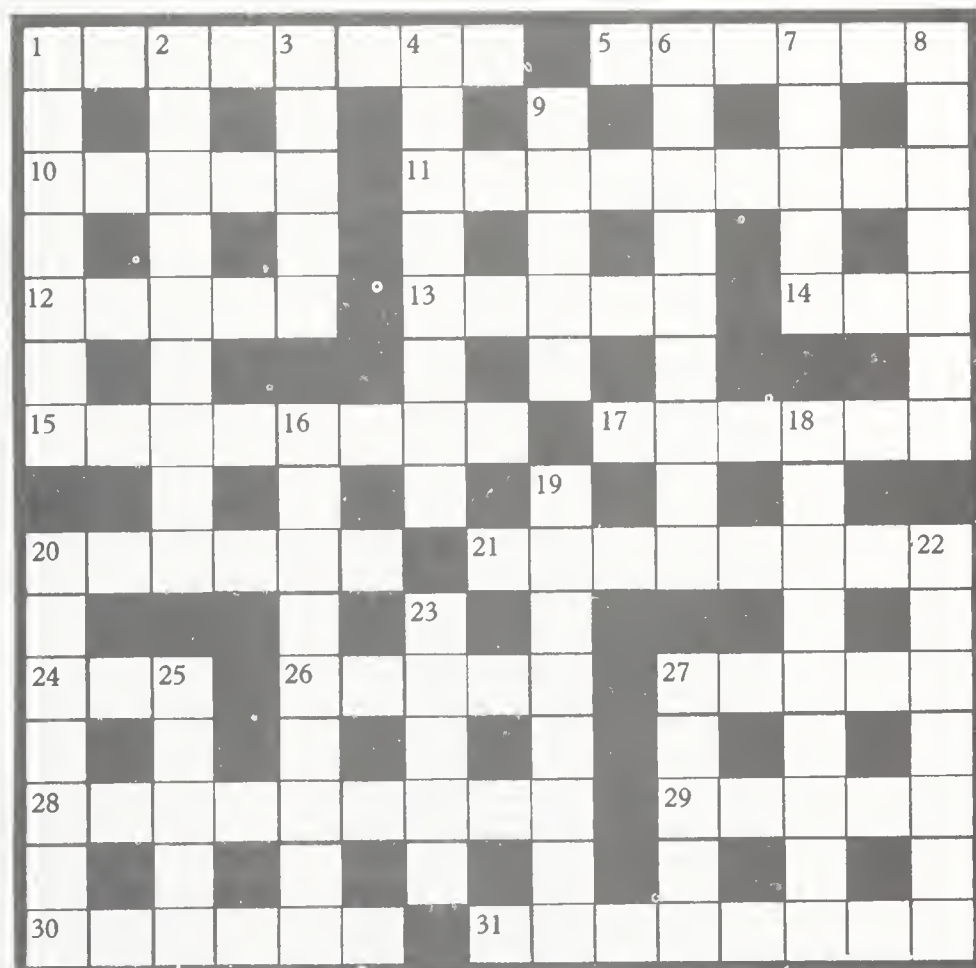
neously publishing the answer for two reasons. The second reason is that a prize is being offered by the University of Toronto Press, in fact your choice of two of their most luxurious recent releases. One is *The National Ballet of Canada: A Celebration*, by Ken Bell and Celia Franca. The other is *Karsh Canadians*, by Yousuf Karsh.

On July 2, we will draw one name from those who have submitted correct solutions. That person will receive the prize. The names of all

who have correctly solved the puzzle will appear in our September/October issue, along with the solution and *Graduate* Test No. 2. After July 2, anyone too frustrated to wait for September is welcome to call or write to the editor for aid. We hope you enjoy. Please let us know if it was too easy and we'll take remedial action.

—J.A.

Chris Redmond is editor of the *University of Waterloo Gazette*.



19. Ado, pairs mingle and spread round the world (8).
20. Levied taxes, and created a real burden (7).
22. Far border (7).
23. Skilful, placing 8th and 25th (5).
25. An H in horse? Fake! (5)
27. Sweet material in metallic ingots (5).

JAZZ ON THE TRILLIUM OR MEDIEVAL DRAMA

SPORTS

St. George Summer Programs.

July 3 to Aug. 10.

Fitness evaluation and special fitness classes. Instruction classes in dancing, karate, yoga, tennis, swimming and life saving.

Children's Summer Camps.

July 2 to Aug. 24,

Gymnastics, two-week sessions, morning or afternoon.

July 2 to Aug. 10,

Track and field, three-week sessions, morning or afternoon.

Aug. 20 to 24,

Basketball, girls aged 12 to 20 only.

Swimming.

Recreational swimming will be available in both Hart House and Benson Building pools.

Information, membership rates, and brochure for summer programs:

Department of Athletics & Recreation, 230 Benson Building, 978-3437; or Programme Office, Hart House, 978-2446.

Erindale Summer Memberships.

Athletics and recreation memberships are available for the summer to members of the alumni and the community: \$40 full membership; \$25 tennis only; \$60 family tennis up to four members, \$10 each additional member; \$15 tennis membership for ECARA members.

General membership activities include badminton, tennis (six outside courts), squash (three courts), basketball, volleyball, jogging trails, out-door archery, out-door swimming pool, bicycle routes. Instructional programs include squash, tennis, yoga and kayaking.

Information: Athletics Office, Erindale College, University of Toronto, Mississauga Rd. N., Mississauga L5L 1C6, 828-5269.

CONCERTS

Donald McMurrich Memorial Scholarship Fund.

Sunday, June 3.

Peter Madgett, double bass, with assisting artists, will give sixth

annual concert for fund established to assist a promising double bass student at either the faculty or the conservatory. Donations may be made to the University of Toronto.

Walter Hall, Edward Johnson Building. 3 p.m.

Information, 978-3744.

Hart House Quadrangle.

Tuesday, June 19 to mid-August,

Folk artists will entertain at the "Quiet Pub" in the quad Tuesday evenings.

Wednesday and Thursday, July 4 and 5, to mid-August,

Noon hour concerts will be given in the quad. If the weather is inclement, concerts will be given indoors.

Information, 978-2446 or 978-2447.

Conservatory Summer School.

Several concerts will be given in the Concert Hall of the Royal Conservatory of Music and in Walter Hall of the Edward Johnson Building.

Monday, June 25,

Special early music concert.

Wednesday, July 4,

Hugo Noth, accordion.

Sunday, July 8,

Kendall Taylor, piano.

Monday, July 9,

York Winds.

Thursday, July 12,

Trio Aulos.

Monday, July 16,

York Winds.

Tuesday, July 24,

Leslie Kinton, piano.

Thursday, Aug. 2,

Patrick Li, piano.

Concerts will also be given by the Orford String Quartet; Bonnie Silver, harpsichord; Dennis Patrick, electronic music; Carolyn Gadiel, piano; and student performances from various workshops.

Please telephone the summer school office, 978-3756, for details and further information.

Big Band Jazz Workshop.

Friday, July 6.

Final evening concert by participants in workshop. Resident band and instructors for workshop, Nimmons 'n' Nine plus Six. MacMillan

Theatre, Edward Johnson Building. *Please telephone box office, 978-3744, for time and ticket prices.*

PLAYS

The Castle of Perseverance.

Saturday, Aug. 5 to Monday, Aug. 7.

Early 15th century morality play, first full-length production in modern times and first of any kind in North America. Modernization of original text by Prof. Alexandra Johnston, directed by David Parry, produced by Graduate Centre for the Study of Drama, Poculi Ludique Societas and Records of Early English Drama.

Play will be presented out of doors on the St. George campus in the context of an all-day medieval fair. The play will begin mid-afternoon and is expected to run for approximately five and a half hours. Volunteers to assist with production of the play or with the fair would be welcomed by the organizers.

Tickets for *The Castle of Perseverance* \$4; children, students and senior citizens \$2. Admission to the fair will be free.

Information: Graduate Centre for the Study of Drama, Massey College, telephone 978-2092; or PLS Office, 39B Queen's Park Cresc. E., telephone 978-5096.

EXHIBITIONS

Architecture/Landscape Architecture.

To Aug. 31.

"Summer Exhibition", representative exhibition of work done by students in School of Architecture and Department of Landscape Architecture. Galleries, School of Architecture, 230 College St.

Gallery hours: Monday-Friday, 9 a.m. to 8 p.m.

Erindale College Art Gallery.

June 12 to 29.

"Unexpected Pleasures", senior citizens' art from the Art Gallery of Ontario.

Gallery hours: Monday-Friday, 9 a.m. to 9 p.m.; Saturday-Sunday, 2 to 5 p.m.

Royal Ontario Museum.

To July 8.

"Dolls of Many Cultures", exhibition celebrating the International Year of the Child. Unusual and wide-ranging collection of 300 dolls represents not only the various cultures of Canada but also shows how dolls have been used in similar ways throughout the ages in many diverse societies.

Ethnology Gallery.

"Reflections of India", exhibition in honour of 10th anniversary of founding of Shastri Indo-Canadian Institute. Paintings and manuscript illustrations depicting traditional life from 16th to 19th centuries. Most of the works on view have not been displayed in public before.

Islamic Gallery.

June 12 to Nov. 30.

"A Saint in the Late Roman Empire – The World of Basil of Caesarea", small exhibition giving a glimpse of customs and culture of the time of St. Basil.

Temporary Exhibit Gallery.

June 16 to July 14.

"George Heriot: Painter of the Canadas", exhibition of watercolours, prints and memorabilia reflect the scope of the work of this prolific military artist (1759-1839) and provide invaluable historical record of Canada's past. Main body of show comes from Agnes Etherington Art Centre, Kingston.

Canadiana Building.

June 23 to Oct. 28.

"Ladders to Heaven: Our Judeo-Christian Heritage", exhibition presented by ROM and Bible Archaeology Foundation showing background on which writers of the Old and New Testaments drew. One of finest collections of ancient near-Eastern and early Christian art ever shown in Canada.

Armour Court.

MISCELLANY

Spring Reunion.

Friday, June 1 to Sunday, June 3.

Honoured years: 1909, 1919, 1929, 1939, 1954, and for Innis, New, Scarborough and Woodsworth Colleges, 1969.

Details of special events planned by colleges, faculties and schools are available through the Department of Alumni Affairs, 47 Willcocks St., 978-2366; or from alumni offices at the colleges.

Please note: honoured years for Trinity are every five from 1909 to 1974; the annual engineering dinner dance on Friday evening will be held at Hart House this year.

Convocations.

Friday, June 8,

Faculties of Dentistry, Nursing and Pharmacy; School of Physical & Health Education. 2.30 p.m.

Monday, June 11,

School of Graduate Studies. 2.30 p.m.

Tuesday, June 12,

School of Graduate Studies; Faculty of Management Studies. 2.30 p.m.

Wednesday, June 13,

Faculties of Applied Science & Engineering and Forestry & Landscape Architecture; School of Architecture. 2.30 p.m.

Thursday, June 14,

Scarborough College. 10.30 a.m. Faculties of Medicine, Music and Social Work. 2.30 p.m.

Friday, June 15,

Faculty of Education, A-L. 10.30 a.m.

Faculty of Education, M-Z; Faculty of Law. 2.30 p.m.

Monday, June 18,

New and Woodsworth Colleges. 2.30 p.m.

Tuesday, June 19,

Victoria College. 2.30 p.m.

Wednesday, June 20,

Erindale College. 10.30 a.m. Innis and St. Michael's Colleges. 2.30 p.m.

Friday, June 22,

Trinity and University Colleges. 2.30 p.m.

Artfest '79.

Saturday, June 9 and Sunday, June 10.

Annual arts and crafts show at Erindale College. Exhibition and sale of crafts and paintings, demonstrations, entertainment by strolling minstrels. 10 a.m. to 6 p.m. each day.

Information, 828-5214.

Trillium Cruise.

Tuesday, June 26.

Refreshments, dancing to the Climax Jazz Band on the decks of the old paddle-wheeler. Sponsored by Alumni of Victoria College.

Information, 978-3813.

Hart House.

From mid-June.

Wide variety of activities will again be offered: Debates Committee will act as host for a debate on the terrace; "Cheeks" pub will have a jazz cruise on the Trillium; musicians will entertain in the quadrangle.

Food services during the summer will be available week-days only; regular service will resume Sept. 10. Luncheon will be served in the Great



Inuit dolls of fox fur and whalebone are among those on display at ROM

Hall, 11.30 a.m. to 1.30 p.m. to Aug. 17 and from Sept. 4 to 7; in the Gallery Club, 12 noon to 2 p.m. Arbor room will be open 8 a.m. to 4 p.m.

Tuck Shop will be open 9 a.m. to 5 p.m. to July 20 and from Aug. 20. Pubs in the quadrangle on Tuesday, Wednesday, and Thursday evenings from 5.30 p.m. to midnight; sandwiches and a hot dish will be available.

Information: Programme Office, Hart House, 978-2446.

Innis College.

To end August.

Innis pub will be open all summer; full service including sandwiches made to order; tables outside; entertainment, spontaneous and planned.

Information and hours of service, 978-4808.

Trinity Book Sale.

Thursday, Oct. 25 and Friday, Oct. 26. Fourth annual book sale sponsored by Friends of the Library, Trinity College. All proceeds will go to the college library, volunteers and books would be welcomed by organizers. Sale will be held in Seeley Hall.

Information: Office of Convocation, Trinity College, 978-2651; or Helen Bradfield, 489-1959.

Bookfair.

First week November.

University College Alumni Association will hold what is hoped will become an annual event to raise money for various college projects. Books and volunteers are needed. Book depots will be set up and volunteers will sort and price books. Sale will be held in West Hall.

Information: Alumni Office, University College, 978-8746 or 978-8601.

COURSES & WORKSHOPS

Family Institute.

June 18 to 28.

Current trends in Canadian family life will be explored. Scarborough College. 6.30 to 9.30 p.m.

Information, 284-3127.

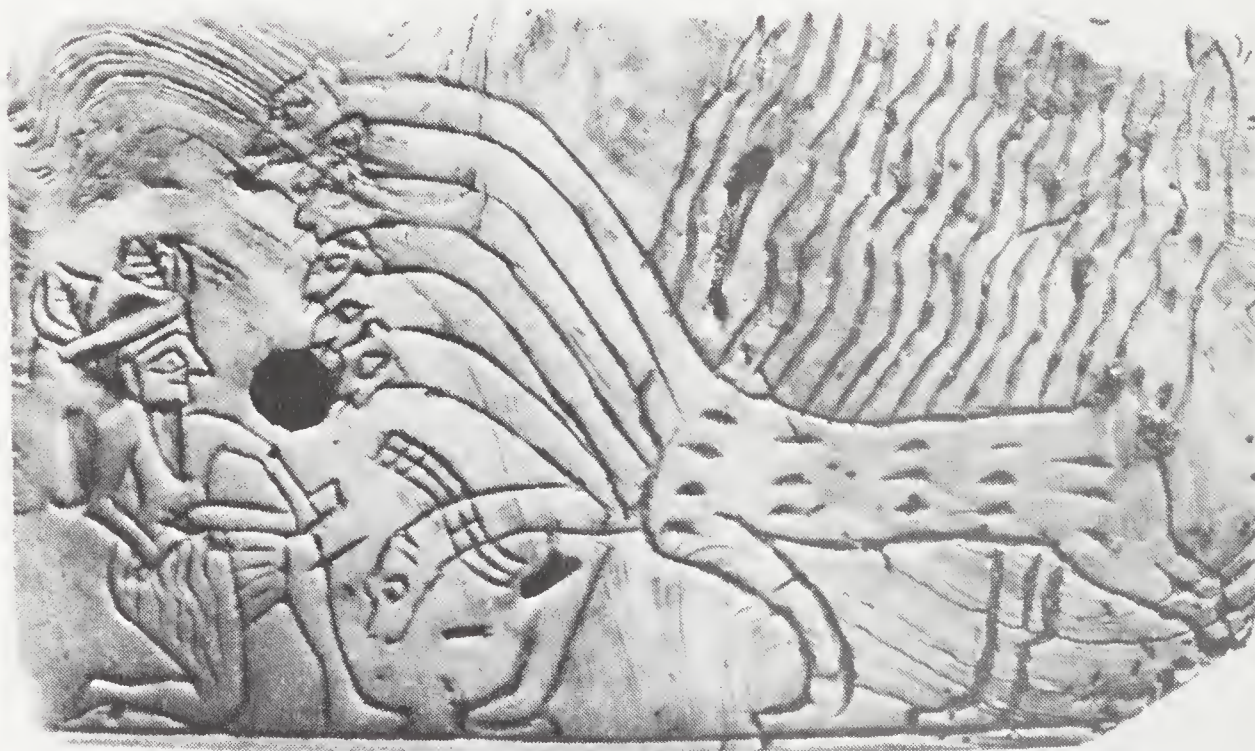
Early Music Workshops.

June 25 to 29,

Performance: ensemble playing, chorus and medieval dance.

Co-sponsored by Scarborough College and Royal Conservatory of Music. Scarborough College.

Sumerian shell
plaque from our
Judeo-Christian
heritage at
the ROM



The details given above were those available at the time of going to press. However, in case of later changes in programs, readers are advised to check with the information telephone numbers given in the listings. If you wish to write, mail to the University should be addressed to the department concerned, University of Toronto, Toronto M5S 1A1, unless otherwise indicated.

Information, 284-3127 or 978-3756. July 1 to 7,

Instrument building: supervised shop instruction in making an instrument from a kit. Scarborough College.

Information, 284-3127.

Royal Conservatory of Music Summer School

July 3 to Aug. 10,

Theory, all subjects, leading to examinations, Grades II-V.

From July 3,

Courses, varying in length, in improvisation, composition, musical design, electronic music, ear training, harpsichord.

Master classes will be given for violin, guitar, oboe, French horn, flute, piano and trumpet.

July 9 to 16,

Artistic-physical training workshop with Michael Colgrass.

July 16 to 20,

Special week for teachers.

Elementary Music Education.

July 3 to 7,

Kelly-Kirby Kindergarten.

July 9 to 27,

Kodaly "Concept of Music Education" and "Music in Early Childhood".

July 23 to Aug. 10,

Dalcroze Eurhythmics.

Information: Summer School 1979, Royal Conservatory of Music, 978-3756.

Stratford Summer Seminars.

Aug. 19 to 24, and

Aug. 26 to 31.

Shakespeare's history plays will be considered in performance and discussion with Festival Theatre staff. Seminars will be held in Stratford. Co-sponsored by Scarborough College and School of Continuing Studies.

Information, 978-2400 or 284-3127.

School of Continuing Studies.

The school offers evening courses, week-end workshops, seminars and symposia in administration, education, engineering and liberal studies. Complete 1979-80 program details will be found in the fall calendar, available in August.

Information: School of Continuing Studies, 158 St. George St., Toronto M5S 2V8, telephone 978-2400.

Bureau of Ancient and Non-current Languages.

If learning Avestan, Old Irish, Old English, Persian, *et al*, interests you, tutorial instruction is available at Scarborough College.

Information, 284-3127.

WELCOME STRANGERS

The ethnic communities of Toronto are increasingly using the University as a mirror enabling them to take a closer look at their own culture and that of their adopted country.

Largely responsible for this growing neighbourliness is the University's Community Relations Office, headed by Marvi Bradshaw Ricker. The office has been sponsoring or co-sponsoring special week and month long emphases on the music, film, art, literature and history of various ethnic communities. And it presents the requirements for admission and academic programs of the University to many communities in their own languages. The office, partly funded by the Ivey Foundation, is two years old this May and the benefits are already dramatic, says Ricker.

"The U of T is an awesome and intimidating institution for many in the newer ethnic communities, and thus presents a psychological barrier to their finding out more about it," she says.

"But the interest in the special cultural events is growing and the ethnic communities are gradually making greater use of the University's resources as they realize that the U of T is for them, too, and not just for the Anglo-Saxon establishment."

Last fall the office co-sponsored a month long theme, Japanese-Canadians: Past and Future, and India Month, commemorating the 10th anniversary of the association between U of T and the Shastri Indo-Canadian Institute. At the beginning of November, Portuguese Week included lectures on origins of emigration and the classical age of Portuguese culture. This spring there were programs on the history of blacks in Canada, on various aspects of Jewish culture and history, and on Caribbean art, music, literature and history.

"We're not interested in reflecting the politics or popular culture of these communities," says Ricker. "Our programs take a decidedly more scholarly look at the backgrounds of ethnic communities, using U of T professors and departments' resources."

She says she is more interested now

in concentrating on smaller communities and those newer to Canada. A night focusing on culture of the Maltese Islands brought an overflow crowd of all ages from Toronto's Maltese community, for instance.

"The smaller and newer communities haven't had as much time to develop their own newspapers, TV and radio programs or to organize extensive cultural programs."

More directly related to university training are the thousands of brochures the office has put out informing parents and high school students of the requirements for admission to U of T. The brochures have been printed in Italian, Portuguese, Greek, Spanish and Chinese. Plans are underway for a Korean-language brochure.

"Sometimes parents would like to send their children to university and on into the professions but they don't realize that their children must take certain courses in high school to qualify for particular programs.

"In most of the newer ethnic communities there is a great need for more professionals, to provide service and leadership to the community."

Ricker says her purpose is not to gain more students for the University but to make the University more accessible and relevant to the newer ethnic communities.

As a service to University personnel, Ricker has been involved in organizing cross-cultural workshops on how to deal with the growing multi-cultural mix on campus and three seminars this year on the East Indian, West Indian and Chinese cultures. A film series on various cultures is being organized for the fall.

Another concern is the problem of combatting racism. The Community Relations Office co-operated with the Ontario Ministry of Education and the Minister of State for Multiculturalism in putting on the third annual Human Rights and Civil Liberties Institute in late March on prejudice and racism in the schools. Daniel G. Hill, special adviser on human rights at U of T, co-ordinated the program with Metro and Toronto School Boards.

"We're getting better at letting

University of Toronto

Bulletin

(a twice monthly newspaper for the University community)

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communities know what's going on of particular interest to them at the University and in meeting their special needs for information and programs."

CAMPUS TOURS



U of T a tourist attraction? That idea might seem ludicrous to the legion of work-weary students who frequent the campus during the winter months. But last summer more than 5,000 people from more than 10 countries spent an intriguing hour taking a "behind the books look" at Canada's largest university. To them, the historic St. George campus was a "must see" on their vacation itineraries.

The tours began in 1966. Originally, guides drove around the campus with their groups. But since 1976, due to economic restraints, the tours have been walking jaunts.

For once, budget belt-tightening may have served a useful purpose. The walking tours have proven to be a resounding success. A leisurely summer walk is far more appealing than piling into vans when the temperature soars. And with more time, the two student guides now have an opportunity to personalize the tour as well as giving the usual statistics.

The tours, however, could not have been such a success without the assistance of senior alumni members who have more than once pitched in when the tour schedule became heavily booked. The seniors' memories of another era of University

history provide a lively complement to the more recent anecdotes supplied by the student guides.

This past winter a series of training sessions was held for seniors interested in learning the fine art of tour guiding. Organized by Mary Carter, these sessions have prepared a corps of about 12 seniors who are now ready and waiting for the summer tour season to begin.

Their expertise has already been utilized. Last fall, when a group of librarians from Wayne State University in Detroit descended on the campus, the seniors came through and designed a tour geared especially to American interests.

The tours begin at Hart House, in the Map Room, where a 10-minute videotape presentation gives a general overview of the University community. During the course of the following hour, visitors are led to the plaque commemorating the discovery of insulin by Banting and Best and to the corridor where the ghost of University College is said to walk.

University College has just undergone extensive restoration. The motifs, gargoyles and wood carvings have been returned to their original quality. Former students returning to UC have been heard to remark that they had never noticed the exacting detail of these decorations before.

This summer the tours will begin on June 1 and take place at 10.30 a.m., 12.30 and 2.30 p.m. on weekdays (except holidays) until Sept. 1. On rainy days it may not be possible to walk the campus, but equally interesting tours of Hart House will be substituted.

Information about campus tours is available from Public Relations, Department of Information Services, University of Toronto, Toronto M5S 1A1, telephone (416) 978-2103.

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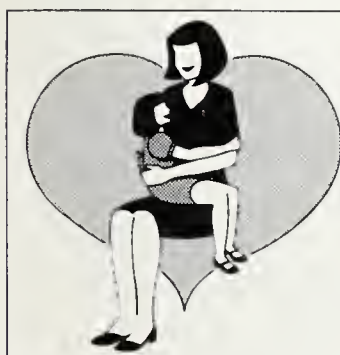
BULLETIN!

Are you interested in receiving current news of the University and up-to-date listings of coming events? Why not subscribe to the *Bulletin*, the on-campus newspaper for faculty and staff? The *Bulletin* is published fortnightly during the academic year and once a month in the summer.

For an annual subscription of \$12, we will mail to you, by first class mail, 20 issues during the period May 1 to April 30. Send your cheque or money order (payable to UNIVERSITY OF TORONTO) to: *Bulletin* Subscriptions, Information Services, University of Toronto, Toronto, Ontario M5S 1A1.



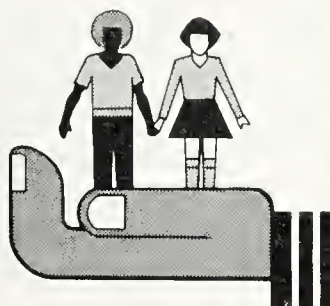
The United Nations Declaration of the Rights of the Child says:
**every child
has the right to...**



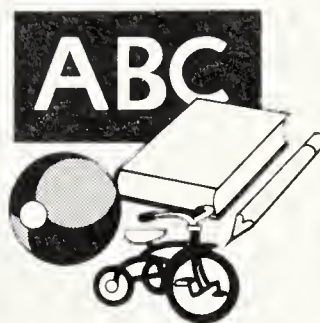
Affection, love and understanding.



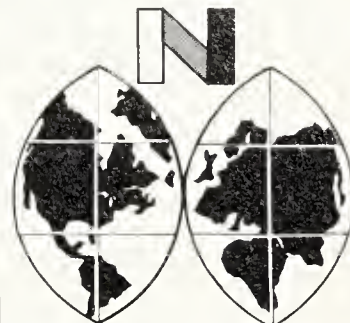
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10/12/78

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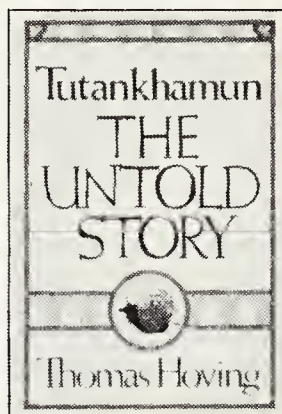
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GOOD AS GOLD

By Joseph Heller. This funny new Heller novel captures the fractured logic of the White House with an absurd and moving accuracy in the style of his *Catch 22*. Much of the dialogue has to remind you of our own politicians and bureaucrats in Ottawa. For example, "We'll want to move ahead with this as speedily as possible, although we'll have to go slowly." Dr. Bruce Gold, the main character, is fascinating, funny, infuriating, savage and totally true to life as he faces the prospect of becoming a big Washington official. *Good As Gold* is sparkling, moving and real . . . which is probably what made this book a Main Selection of the Literary Guild. 447 pages. Postpaid \$17.75



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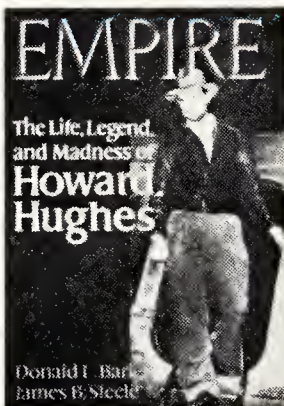
TUTANKHAMUN: The Untold Story

By Thomas Hoving, former head of New York's Metropolitan Museum of Art. There had to be secrets behind the most important and splendid discovery in the history of modern archaeology. The find revealed four burial chambers so filled with priceless objects of gold that it took years to remove the 5,000 works of art from the tomb. This is an account of adventure and intrigue, as strong-willed men struggled for the treasure and were, in the end, overwhelmed by it. Enjoy 32 pages of stunning colour and black-and-white photos with exciting text by the man who arranged the fabulous Tutankhamun exhibition tour. 384 pages. Postpaid \$18.25

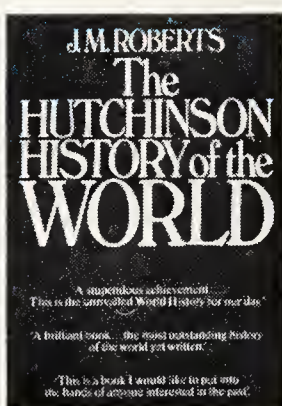
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D

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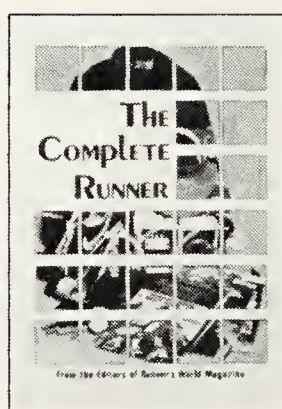
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